



CHARACTER REFERENCE FORM

Name of Applicant: _____

Reference Name and Position: _____

Reference Questions

1. What is your professional working relationship with the applicant? How long were you able to work with the applicant?
2. What were the applicant's key responsibilities for the position he/she held?
3. What would you consider to be:
 - the applicant's key strengths?
 - Areas that may need improvement and may require interventions?

Please cite instances where both the specific traits were displayed and shown.

4. What work environment do you think this individual would thrive in?
5. How did the applicant handle conflict? Stress?
6. Has this person ever had any administrative or disciplinary case for which corrective action was given, either verbally or in writing? Please elaborate, if any.
7. Under what specific circumstances or reasons did this employee leave your organization?
8. Would you rehire this particular individual without reservations? Why or why not?
9. Is there any reason why this candidate should not be working with children? If YES, please indicate the nature of the problem.

Please indicate your level of agreement with the following statements by selecting the appropriate number on the scale, where 1= does not meet expectations, 2= partially meets expectations, 3 = fully meets expectations, 4= exceeds expectations, and 5 = exceptional performance.

CRITICAL THINKING SKILLS						
Indicators	1	2	3	4	5	SCORE
<p>Problem Solving Skills Fully Meets Expectations (3): Makes and implements sound decisions that are aligned with the school’s core values, mission, and vision.</p> <p>Exceptional Performance(5): Provides and implements innovative solutions that improve the school’s programs and services.</p>						
<p>Response to Change Fully Meets Expectations (3): Demonstrates flexibility and adaptability to unplanned and planned changes that affect work conditions.</p> <p>Exceptional Performance(5): Provides leadership and mentorship for members of the school community in order to respond to planned and unplanned changes that affect work conditions</p>						
<p>Initiative Fully Meets Expectations (3): Sets goals and executes action plans to achieve Program-specific objectives and expectations.</p> <p>Exceptional Performance(5): Conducts research, anticipates and prepares in advance for expected / likely changes that will impact the school and its programs and services.</p>						
<p>Communication Skills Fully Meets Expectations (3): Verbal (written / oral) and non-verbal (gestural / body language) communication demonstrates professional competence and are aligned with the school’s core values.</p> <p>Exceptional Performance(5): Verbal and non-verbal communication evokes trust and confidence, and effectively gains support for the school’s vision and mission.</p>						
TOTAL SCORE						

WORK ETHICS

Indicators	1	2	3	4	5	SCORE
<p>Work Quality Fully Meets Expectations (3): Submits work that meets the prescribed standards and applies feedback for improvement.</p> <p>Exceptional Performance(5): Submits work that set the industry standard and serve as an exemplar for colleagues</p>						
<p>Accountability Fully Meets Expectations (3): Self-identifies errors / mistakes and independently implements corrective measures.</p> <p>Exceptional Performance(5): Creates and implements checks and balances with colleagues to avoid, spot, and correct errors to maintain the school's high professional standards.</p>						
<p>Attendance / Punctuality Fully Meets Expectations (3): Arrives and is ready to work on-time every scheduled work day.</p> <p>Exceptional Performance(5): Arrives and is ready to work on-time, and vacation leaves do not affect school/program operations.</p>						
<p>Interpersonal Skills Fully Meets Expectations (3): Espouses support and respect among the members of the school community.</p> <p>Exceptional Performance(5): Creates a highly positive school environment that fosters strong relationships and a sense of community.</p>						
TOTAL SCORE						