

EDU #4A: Faculty Recommendation Professional Disposition & Skill Evaluation

_____ has expressed an interest in the field of education. As you know, while teaching requires knowledge of content, it also demands dispositions and commitments of the prospective teacher that will be tested throughout his/her career. Before we encourage a student to seek candidate status and continue their preparation for becoming a professional educator, we seek input from Brescia University faculty who have had an opportunity to observe the student and can attest to their knowledge, skills and dispositions. If you have not had an opportunity to observe in a category please indicate in the Comments section. Please rate this candidate on the following traits:

Candidate can	1 Beginning	2 Developing	3 Accomplished	4 Exemplary	Comments
Understand content material KTS 1.1 IECE 7.7 P	Candidate is unable to articulate or provide examples of their content	Candidate is able to identify and explain their content	Candidate can summarize their content, point out essential learning question, and generate appropriate lesson plan	Candidate can analyze and synthesize describe and give examples of their content specialty goals (KTS, SPAs), model and adapt best practices for instruction (differentiation), and use assessment data (standardized or teacher-constructed) to facilitate learning	
Demonstrate leadership qualities KTS 10 IECE 10 P, S	Candidate is not showing leadership skills in the current setting	Candidate is selecting and applying leadership in the current setting	Candidate is examining the climate; taking initiative; assisting in the leadership of class or school projects	Candidate shows leadership by developing, implementing and evaluating a class project; candidate takes the lead	

<p>Utilize feedback to improve performance &/or enhance professional growth KTS 7.3, 9.1 IECE 5.1, 5.2, 7.1, 7.3 E, L</p>	<p>Candidate requires assistance in understanding how to apply feedback for personal growth and improvement</p>	<p>Candidate understands correlation of feedback to improvement in performance; defines specific strategies for improvement; suggests possible activities for growth; needs assistance with modeling new strategies</p>	<p>Candidate is able to construct specific strategies for performance improvement; can identify specific activities (e.g. workshops, training opportunities) that may assist professional growth, models identified strategies</p>	<p>Candidate demonstrates ability to self-assess and analyze their current level of performance; integrates feedback from others; monitors and assesses whether new behaviors have positive impact on P-12 learning</p>	

<p>Value and support diversity KTS 3.3, 3.4 IECE 5 A, S</p>	<p>Candidate does not value or relate to the ideals of diversity; unable to correlate respect for diversity with effective P-12 education</p>	<p>Candidate understands the relevance of and the need for support in addressing diversity; can construct a rationale and give specific examples where diversity is supported and valued in the P-12 environment</p>	<p>Candidate is able to select, demonstrate and use strategies that respect diversity and cultural norms; can design and implement culturally appropriate activities</p>	<p>Candidate recognizes and demonstrates behaviors that value and respect diversity, models best practices that show support; can demonstrate ability to differentiate instruction that respect diverse learning styles; assess and adapts activities to insure cultural respect</p>	
<p>Demonstrate collaboration, consultation and collegiality KTS 8.2 IECE 6.1, 6.4, 6.7 P, E</p>	<p>Candidate is unsure of how to be an effective team member; needs assistance identifying behaviors that facilitate appropriate interpersonal and collegial skills</p>	<p>Candidate is able to identify and discriminate between appropriate and inappropriate behaviors for collaboration; with assistance candidate can list behaviors that are conducive to collegial and consultative behaviors; can model suggested behaviors</p>	<p>Candidate is able to explain, select and model appropriate behaviors that demonstrate use of collaborative collegial processes; can co-facilitate activities demonstrating collaboration, collegiality and consultative skills; opens and maintains lines of communication</p>	<p>Candidate works collaboratively with students, parents, colleagues and community to support student learning; establish strong partnerships; seeks solutions to overcome economic and cultural barriers and promote involvement in education</p>	

<p>Demonstrate competence in oral communication KTS 1.1,3.1, 5.5 IECE 7. 4.6 P</p>	<p>Candidate lacks control in use of standard oral language grammar and syntax; has insufficient skills to understand content presented and complete oral requirements; does not display appropriate and positive skills used in classroom and in field with peers, supervisors and P-12 ; communication is not respectful or culturally competent</p>	<p>Candidate uses control in use of standard oral language grammar and syntax; has sufficient skills to understand content presented and complete oral requirements; displays appropriate and positive skills used in classroom and field with peers, supervisors and P-12 students; communication is respectful and culturally competent</p>	<p>Candidate integrates effective speaking and presentation skills; communication is interactive; can co-switch to academic register and integrate a broad vocabulary to express ideas and feelings with clarity</p>	<p>Candidate uses oral communication that is responsive to different perspectives represented in diverse classrooms and/or other professional environments; is effective in negotiating difficulties</p>	
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<p>Demonstrate competence in written communication KTS 1.1, IECE 4.6 P</p>	<p>Candidate lacks control in use of standard written language; lacks ability to or inconsistently use(s) for professional purposes including grammar, syntax, spelling & punctuation; does not display appropriate and positive skills used in classroom and in field with peers, supervisors and P-12 ; communication is not respectful or culturally competent</p>	<p>Candidate uses control in use of standard written language; displays appropriate and positive written skills used in classroom and field with peers, supervisors and P-12 students; written communication is respectful and culturally competent</p>	<p>Candidate uses control in use of standard written language; displays appropriate and positive written skills used in classroom and field with peers, supervisors and P-12 students; written communication is respectful and culturally competent</p>	<p>Candidate effectively communicates in writing for instruction, feedback, research (APA style) and professional related communications and public web environments using written language that is respectful and culturally competent</p>	
<p>Demonstrate ethical behaviors P, E</p>	<p>Candidate understands Code of Ethics, differences between professional and unprofessional conduct but fails to engage in appropriate behavior on a consistent basis</p>	<p>Candidate demonstrates understanding of Code of Ethics and identifies need for confidentiality, honesty, integrity, trust, fair treatment and respect</p>	<p>Candidate upholds Code of Ethics, engages in ethical decision-making; complies with regulations</p>	<p>Candidate has an ethical understanding that guides behaviors and decision-making; complies with regulations; accesses appropriate guidance on such matters; actions are fair, unbiased and respectful</p>	

<p>Demonstrate competence in use of technology KTS 6.1, 6.5 IECE 6.1, 6.6, 9.2, 9.3, 9.4, 9.11, 9.12 P, E</p>	<p>Candidate has fundamental technology skills and understands technology concepts, terms, software and learning tools but is unable to apply for multiple uses</p>	<p>Candidate has fundamental technology skills and understands technology concepts, terms, software and learning tools; understands legal and ethical issues; can use to instruct and assess</p>	<p>Candidate integrates technology to support instruction of diverse learners; assists learners in effective use of technology, implements ethical and legal use in a variety of applications</p>	<p>Candidate uses technology for communication, instruction, assessment, professional growth and research and monitors equitable, ethical and legal use of resources</p>	
<p>Demonstrate flexible and adaptive behaviors. P, E</p>	<p>Candidate is unable to use appropriate coping mechanisms or handle stress effectively; displays immature behaviors; lacks self-regulatory behaviors</p>	<p>Candidate identifies appropriate coping mechanisms and ways to handle stress effectively; displays self-regulatory behaviors; can model mature responsible behavior and is willing to modify beliefs and practices when prompted</p>	<p>Candidate demonstrates mature and responsible behaviors; shows ability to separate personal and professional life; is able to assess need to modify beliefs and practices and adapts accordingly</p>	<p>Candidate functions effectively in a complex, dynamic environment; evaluates effects of own choices and actions on others; implements changes where needed</p>	

GENERAL COMMENTS:

_____ I recommend that this candidate continue preparing to become a teacher.

_____ I recommend this candidate with reservations (please explain)

_____ I do NOT recommend that this candidate continue preparing to become a teacher (please explain):

How long have you known this candidate? _____

Date: _____ Instructor's Signature: _____