



## Faculty Recommendation Form for Candidacy Application

Teacher Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

Faculty Person's Name: \_\_\_\_\_

Course Name and Number: \_\_\_\_\_

Area of Certification(s):

Applied Mathematics

Business, Computer & IT (BCIT)

English

Social Studies

English/Communication

Biology

Early Childhood (Pre-K-4)

Middle Level (ML)

Early Childhood (PreK-4) w/Sp. Education

### Notes to Teacher Candidate

- ✓ It is your responsibility to approach an RMU faculty member (preferably in the Education Department) who has taught you in a face-face or hybrid class and ask for a recommendation.
- ✓ Complete the entire top portion of the form, sign & date.
- ✓ Provide the faculty member with this form and the dispositional rubric to complete.
- ✓ The faculty member will submit the form/rubric directly to the Program Coordinator. (See List Below)
- ✓ You are required to provide at least two faculty recommendations with your Application for Candidacy.

#### **Coordinators:**

Applied Mathematics Coordinator—Dr. Greg Holdan  
 Biology—Dr. Matthew Maurer  
 Business, Computer & Information Technology—Dr. Rick Fuller  
 English— Dr. Carianne Bernadowski  
 English/Communication—Dr. Carianne Bernadowski  
 Social Studies—Dr. Soren Fanning  
 PreK-4 (Early Childhood)—Dr. Susan Parker  
 PreK-4 (Early Childhood) with Special Ed.—Dr. Susan Parker  
 Middle Level—Dr. Ron Perry  
 Post-Bacc PreK-4 (Early Childhood)—Dr. Dan Shelley

### Notes to Faculty Member

- ✓ Please return this completed form to the designated Coordinator.
- ✓ This evaluation will not be shared with the student.
- ✓ At least two faculty member recommendations are required for the teacher candidate to obtain candidacy status in the Teacher Certification Program.

I agree the recommendation I am requesting shall be held in confidence by officials of Robert Morris University, and I hereby waive any rights to examine it.

\_\_\_\_\_  
Student's Name and Student's Signature / Date

**Candidacy Application with Two Faculty Recommendations:**

During the sophomore year, undergraduate students in the teacher education program will apply for candidacy. Part of the candidacy application requires two faculty recommendations – the recommendation form is below. Students in the post-bacc teacher certification program must apply for candidacy no later than the semester before they take their methods or pedagogy course.

Students are scored with a one (1) (unacceptable), two (2) (developing), or three (3) (target) on each of the nine dispositional areas using a standard rubric called the Dispositional Assessment Rubric. The same rubric is used for all three dispositional checkpoints. The rubric clearly defines each level of the nine dispositional areas.

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. If a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. After the committee's review, the student will meet directly with the Education Department Head, who will make recommendations concerning the student's disposition or discuss continuation in the Teacher Education Program.

Revised July 24, 2014

## Faculty Recommendation for Candidacy Application

### DISPOSITIONAL ASSESSMENT RUBRIC

2014-15

<b>Dispositional Rating Areas</b>	<b>Unacceptable</b> If any area is demonstrated <b>(1)</b>	<b>Developing</b> If any area is demonstrated <b>(2)</b>	<b>Acceptable</b> All areas are demonstrated <b>(3)</b>
<b>Temperament</b>	Consistently argues and/or displays hostility in attitude and/or actions, is impatient, lies	Somewhat argumentative, displays some hostility in attitudes and/or actions, somewhat impatient, lies	Always open and friendly to peers and instructor, listens to others, is truthful and patient
<b>Respect for Others</b>	Consistently disrespects peers' and/or instructor's views, is not tolerant of others based on disability, race, religion, SES, gender, birth origin, ethnicity, or differing viewpoints	Occasionally disrespects peers' and/or instructor's views, sometimes is intolerant of others based on disability, race, religion, SES, gender, birth origin, ethnicity, or differing viewpoints	Accepts and engages with peers and instructor and is tolerant of others' views regardless of disability, race, religion, SES, gender, birth origin, ethnicity, or differing viewpoints
<b>Classroom Engagement</b>	Frequently appears to be disengaged during class (e.g., falls asleep during class, texts or engages inappropriately w/ electronic communications during class, makes rude or flippant remarks, refuses to participate during class, does other work or tasks during class time)	Occasionally appears to be disengaged during class (e.g., falls asleep during class, texts or engages inappropriately w/ electronic communications during class, makes rude or flippant remarks, refuses to participate during class, does other work or tasks during class time)	Appears engaged and willing to appropriately participate in class, fully recognizes the importance of the course content; and exhibits positive rapport with instructor and others
<b>Attitude</b>	Often makes negative and disparaging remarks about the course, assignments, instructor, peers, faculty and/or program	Occasionally lacks enthusiasm and eagerness about the course, assignments, instructor, peers, faculty and/or program	Consistently positive about the course, assignments, instructor, peers, faculty and/or program
<b>Effort</b>	In-class work/course assignments frequently are poorly executed; lacks ability to maintain adequate course performance	Occasionally in-class work/course assignments are poorly executed; struggles to maintain coursework performance	Clearly shows effort with in-class work/course assignments; maintains successful coursework performance
<b>Interactions with Peers and Others</b>	Frequently does not understand personal distance and social cues; frequently reacts irrationally or inappropriately with others	Occasionally does not understand personal distance and social cues; sometimes reacts irrationally or inappropriately with others	Consistently displays appropriate personal distances and understands social cues when interacting with others; behavior is rational and appropriate
<b>Reaction to Feedback</b>	Is defensive and/or rude when given constructive feedback or professional criticism; makes excuses rather than seeking improvement; consistently fails to incorporate feedback through the course/program	Displays some difficulty accepting constructive feedback or professional criticism; may make excuses rather than seeking improvement; poorly attempts to incorporate feedback through the course/program	Reacts positively to constructive feedback and professional criticism without defensiveness; demonstrates growth through incorporation of feedback through the course/program
<b>Professionalism</b>	Consistently displays unprofessional behavior (e.g., habitually late to class, leaves class early, leaves during class, hands-in assignments late or not fully completed, does not show-up for field placement when scheduled, off-topic on threaded discussions and in class; unable to effectively communicate with instructor when personal circumstances impact course and assignments)	Occasionally displays unprofessional behavior (e.g., habitually late to class, leaves class early, leaves during class, hands-in assignments late or not fully completed, does not show-up for field placement when scheduled, off-topic on threaded discussions and in class; unable to effectively communicate with instructor when personal circumstances impact course and assignments)	Consistently displays professional behavior (e.g., arrives to class on time, does not leave class early, does not leave during class, hands-in completed assignments on time, show-ups for field placement when scheduled, on-topic and prepared for all threaded discussions and in class; able to effectively communicate with instructor when personal circumstances impact course and assignments)

<b>Non-verbal Communication Skills</b>	Consistently displays poor non-verbal skills when engaging with others (e.g., lacks eye contact; sits in hostile positioning with arms crossed and/or head down; inappropriately laughs, rolls eyes, smirks, or grins; turns away when listening or being talked to)	Occasionally displays poor non-verbal skills when engaging with others (e.g., lacks eye contact; sits in hostile positioning with arms crossed and/or head down; inappropriately laughs, rolls eyes, smirks, or grins; turns away when listening or being talked to)	Consistently displays appropriate non-verbal skills (e.g., shows eye contact and posturing that faces others when listening or speaking)
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**Student's Name:** \_\_\_\_\_

**Faculty Member's Name:** \_\_\_\_\_

**Faculty Member's Signature and Date:** \_\_\_\_\_ / \_\_\_\_\_

**Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas.** However, if a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. After the committee's review, the student will meet directly with the Education Department Head, who will make recommendations concerning the student's disposition or discuss continuation in the Teacher Education Program.

**Please send this completed rubric with signature to the appropriate program coordinator.**

- Applied Mathematics Coordinator—Dr. Greg Holdan
- Biology—Dr. Matthew Maurer
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Additional Comments:

Attach any additional documents if needed.