



Faculty Recommendation Form for Candidacy Application Teacher Candidate

Name: _____ Date: _____

Faculty Person's Name: _____

Course Name and Number: _____

Area of Certification(s):

_____ Social Studies (7-12)

_____ English (7-12)

_____ Biology (7-12)

_____ Early Childhood (Pre-K-4)

_____ Early Childhood (PreK-4) w/Sp. Education (PreK-12)

_____ Special Education (PreK-12)

Teacher Candidate

- It is your responsibility to approach 2 RMU faculty members and ask for a recommendation.
- **At least one of the faculty recommendations must be from an Education faculty member.**
- Complete the entire top portion of the form sign, and date (page 1 only).
- Provide the faculty member with this form and the professional behavior rubric (pages 2-4) to complete. The faculty member will submit the form/rubric directly to the Education Office.

I agree that 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

Directions to Faculty member:

During the sophomore year, undergraduate students in the teacher education program will apply for candidacy. Part of the application requires two faculty recommendations – the form is below.

Students are scored with (1) (unacceptable), (2) (developing) or (3) (acceptable) on each of the professional behavior areas using a standard rubric called the Professional Behavior Rubric.

Faculty can circle, highlight, or place a check mark in the box that corresponds to the score earned.

Students in the teacher certification program are expected to receive all (3s) in all rated professional behavior areas. If a student receives a (1) or (2) on any professional behavior ratings, at any checkpoint, a committee (the student’s advisor and the Education Department 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 professional behavior(s) or discuss continuation in the teacher education program.

Please note, this evaluation will not be shared with the student.

PROFESSIONAL BEHAVIOR/DISPOSITION CHECK RUBRIC

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Ethics and integrity (CAEP R3.2; InTASC 9; Danielson Domain 4f)</p> <p>Respectful of the rights of others; honest</p>	<p>Demonstrates argumentative, disrespectful, or hostile behavior and/or actions; has lied on one or more occasions.</p>	<p>Sometimes demonstrates disrespectful behavior to peers and/or instructors.</p>	<p>Usually is open to peers and instructors, respectfully listens to others and is truthful.</p>
<p>Ability to establish and maintain rapport (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b)</p> <p>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport.</p>	<p>Disengages during most classes and on field experiences, (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 on at least one occasion, does not work on tasks during class time when assigned).</p>	<p>Sometimes engages in class and on field experiences, generally recognizes the importance of the course content; generally exhibits some rapport with instructor and others in class.</p>	<p>Almost always whole heartedly and positively engages in class and on field experiences, fully recognizes the importance of the course content and takes learning seriously; consistently exhibits positive rapport with instructor and others while engaged in class.</p>

<p>Displays appropriate actions between persons (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f)</p> <p>Maintains a positive attitude about the course and shows this in actions and mannerisms</p>	<p>Makes negative and/or disparaging remarks about the course, assignments, instructor, peers, faculty and/or program; (e.g., eye-rolling, sighing, staring, rude posturing or negative facial looks); shows up late to class frequently, leaves early on more than one occasion; does not adhere to the deadlines.</p>	<p>Generally discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner but has been found to be negative on occasion. Usually comes to course sessions on time but is sometimes late or leaves early; has some difficulty with deadlines.</p>	<p>Always discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner. Always or almost always comes to class on time, stays the entire session, respects deadlines, and accepts critical feedback from peers and the instructor.</p>
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<p>Cultivates appropriate relationships with others (CAEP R3.2; InTASC 9; Danielson Domain 4d, 4e, 4f)</p> <p>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</p>	<p>Does not understand emotional, physical and/or professional distance; misinterprets social cues with others; reacts irrationally or inappropriately to the situation with others, regularly avoids eye contact.</p>	<p>Usually displays physical and emotional personal distance with course instructors and classmates; sometimes does not understand verbal and non-verbal social cues when interacting with others in the class and in field experiences; sometimes avoids eye contact.</p>	<p>Always or almost always displays appropriate eye contact, physical and emotional personal distance with course instructors and classmates; understands verbal and non-verbal social cues when interacting with others in the class and in field experiences; behaves in the class and with others in rational and appropriate ways.</p>
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<p>Flexibility and responsiveness (CAEP R3.2; InTASC 9; Danielson Domain 3e,4e)</p> <p>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback.</p>	<p>Often is defensive and/or rude when given constructive feedback or professional criticism; frequently makes excuses rather than seeking improvement; often or always fails to incorporate feedback through the course/program.</p>	<p>Sometimes reacts inappropriately to constructive feedback from instructor, professionals, and peers; sometimes accepts professional criticism with defensiveness; demonstrates some growth through incorporation of feedback throughout the course/program.</p>	<p>Consistently is open and reacts positively to constructive feedback from instructor, professionals, and peers; accepts professional criticism without defensiveness; demonstrates growth through incorporation of feedback throughout the course/ program.</p>
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<p>Communication skills (CAEP R3.2; InTASC 9 Danielson Domain 3a, 4d, 4f)</p> <p><i>Shows appropriate verbal and non-verbal skills that indicate the student is willing and able to communicate</i></p>	<p>Displays poor or offensive verbal and/or non-verbal skills when engaging with others, such as poor eye contact, eye-rolling, sighing, staring, rude posturing or negative facial looks; may frequently interrupt others.</p>	<p>Sometimes displays inappropriate verbal and non-verbal skills such as poor eye contact, not responding by smiling or nodding when in conversation, occasionally interrupts others.</p>	<p>Consistently displays appropriate verbal and non verbal behaviors that show the student wants to communicate, such as eye contact, smiling and nodding when in conversation, does not interrupt others.</p>
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<p>Culturally Responsive Engagement (CAEP R3.2; InTASC 9 Danielson Domain 4a, 4e,)</p> <p><i>Demonstrates and is aware of cultural competencies. Acts in a manner that promotes cultural diversity at the individual, community, and organizational levels. Actively seeks out opportunities to engage with and understand people from various backgrounds and experiences.</i></p>	<p>Acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of bias (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and /or lack of perspective consciousness (i.e. empathy).</p>	<p>Sometimes acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of bias (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and /or lack of perspective consciousness (i.e. empathy).</p>	<p>Consistently acts or engages with behaviors that are supportive in promoting a culturally responsive environment. This may include the use of micro-affirmations, the absence of bias (implicit/explicit), the promotion of pluralistic worldviews, and/or utilizes perspective consciousness to better relate to, and engage with, people from various backgrounds and experiences.</p>
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Student's Name: Kaylee Foringer _____

Faculty Member's Name: Jennifer Tepe _____

Faculty Member's Signature and Date: _____

**Please send this completed rubric with your signature to the Teacher Education Office
Robin Smith - Field Placement/Certification Specialist Wheatley 204.**

Attach any additional documents if needed.