

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 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. **At least one of the faculty recommendations must be from an Education Faculty member.**

Coordinators:

Applied Mathematics Coordinator—Dr. Greg Holdan
Biology—Dr. Matthew Maurer
Business, Computer & Info. Tech.—Dr. Richard Fuller
English—Dr. Carianne Bernadowski
English/Communication—Dr. Carianne Bernadowski

Social Studies—Dr. Soren Fanning
PreK-4 (Early Childhood)—Dr. Shelly Haser
PreK-4 (Early Child) w/ Special Ed.—Dr. Shelly Haser
Middle Level—Dr. Vicki Donne
Post-Bacc PreK-4 (Early Child)—Dr. Vicki Donne

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 six 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 six 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.

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DISPOSITIONAL CHECK

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
Ethics and Integrity (CAEP 3.2; InTASC 9; Danielson Domain 4f) <i>Respectful of the rights of others; honest</i>	Demonstrates argumentative, disrespectful or hostile behavior and/or actions; has lied on one or more occasions.	Sometimes demonstrates disrespectful behavior to peers and/or instructor.	Usually is open to peers and instructor, respectfully listens to others and is truthful.
Ability to establish and maintain rapport (CAEP 3.2; InTASC 9; Danielson Domain 2a, 2b) <i>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport</i>	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 (e.g. does not work on tasks during class time when assigned).	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.	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.
Displays appropriate actions between persons (CAEP 3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f) <i>Maintains a positive attitude about the course and shows this in actions and mannerisms</i>	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 deadlines.	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.	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.
Cultivates appropriate relationships with others (CAEP 3.2; InTASC 9; Danielson Domain 4d, 4e, 4f) <i>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</i>	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	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	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

Flexibility and responsiveness (CAEP 3.2; InTASC 9; Danielson Domain 3e,4e) <i>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback</i>	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.	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	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
Communication Skills (CAEP 3.2; InTASC 9 Danielson Domain 3a, 4d, 4f) <i>Shows appropriate verbal and non-verbal skills that indicate the student is willing and able to communicate</i>	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	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	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.

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.

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Attach any additional documents if needed.