

REFERRAL

**TEACHER EDUCATION CANDIDATE
PROFESSIONAL DISPOSITIONS AND BEHAVIORS**

Judith Herb College of Education
The University of Toledo

CANDIDATE: _____ **DATE:** _____

Faculty/Staff: _____ Course: _____

This form is to be used by faculty/staff members to report significant concerns about a candidate's professional dispositions and behaviors. The completed copy is to be submitted to the chair of the department in which the candidate is enrolled. A completed Evaluation Form for Professional Behaviors and Dispositions should be attached. The candidate should be given a completed copy of both forms.

I have had the following concerns about this teacher education candidate:

I am recommending the following course of action:

Faculty/Staff Signature Date

Candidate Comments:

Teacher Education Candidate Signature Date
(Signature indicates that candidate has read the referral. It does not indicate agreement)

REFERRAL

**EVALUATION FORM FOR CANDIDATE
PROFESSIONAL DISPOSITIONS AND BEHAVIORS
Judith Herb College of Education
The University of Toledo**

CANDIDATE: _____ DATE: _____
Faculty/Lead Teacher/Supervisor: _____ Course: _____

These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher. **This form is to be used by faculty, staff, cooperating teachers, and university supervisors to assess candidate professional dispositions and behaviors.**

Disposition	Criteria (Check if Unsatisfactory)	Evidence
Respectful	Considers opinions of others with an open mind Listens attentively to others in a variety of contexts Interacts in a polite and respectful manner Uses appropriate language Takes care of property of others Displays equitable treatment of others Maintains confidentiality of students/colleagues Models moral behavior expected of both teachers and learners in an educational setting Communicates without intent to deceive Demonstrates ethical behavior Makes decisions based on honesty and integrity Gives credit to others when using their work	

Disposition	Criteria (Check if Unsatisfactory)	Evidence
Passionate learner and teacher	<p>Values knowledge, content, and experiences presented in preservice academic programs</p> <p>Takes initiative to expand knowledge base</p> <p>Seeks opportunities to learn new skills</p> <p>Demonstrates enthusiasm for the subject being taught</p> <p>Demonstrates positive attitude toward learning</p> <p>Demonstrates intellectual and academic curiosity</p> <p>Demonstrates enthusiasm and energy in teaching</p> <p>Is positive, enthusiastic, resourceful, optimistic, empathetic, encouraging, adaptable, polite, tactful, and attentive; task-oriented and efficient; demonstrates initiative in the classroom; demonstrates general classroom awareness and caring attitude toward students.</p>	
Professional	<p>Assesses role in students' success or failure and modifies behavior to improve student learning</p> <p>Assesses students' appropriately in areas of behavior and academics</p> <p>Is punctual and responsible</p> <p>Completes assignments in a timely manner</p> <p>Attends class regularly</p> <p>Demonstrates pride in self and work</p> <p>Adheres to the guidelines as stipulated by each professional association,</p>	

Disposition	Criteria (Check if Unsatisfactory)	Evidence
	<p>school, and school district</p> <p>Exhibits dress and grooming appropriate for the setting</p> <p>Consistently follows school protocol and procedures.</p> <p>Responds to situations professionally</p> <p>Uses appropriate tone of voice</p> <p>Initiates communication to resolve conflict</p> <p>Maintains emotional control</p> <p>Uses appropriate non-verbal expressions</p> <p>Acts from a positive frame of reference</p> <p>Identifies personal responsibility in conflict/problem situations</p> <p>Implements ideas suggested by others</p>	
<p>Critically Reflective</p>	<p>Accepts and incorporates suggestions in subsequent practice</p> <p>Identifies own biases and prejudices</p> <p>Demonstrates accurate self-analysis regarding one's own strengths and weaknesses</p> <p>Uses reflective practices to set goals</p> <p>Collects accurate data and incorporates it into the reflective process</p> <p>Recognizes situations that call for a problem-solving approach</p>	
<p>Cooperative</p>	<p>Cooperates with others</p> <p>Makes contribution to group effort</p> <p>Shares information and materials with others</p>	

Disposition	Criteria (Check if Unsatisfactory)	Evidence
	Assists peers Supports decisions of group willingly, even if different from own Volunteers to participate in group effort Makes relevant contributions to discussions	
Tolerant	Considers and integrates differences in planning and teaching Responds to all students Demonstrates open-mindedness and consideration of multiple perspectives in discussions or written work Considers family, culture, ethnicity, and demographics in planning, instruction, and assessment Demonstrates interest in and openness to the assumptions, beliefs, and values of others	
Caring	Listens to others problems and tries to help find solutions Demonstrates a warmth, friendly, and caring manner to others Demonstrates empathy and concern for others Gives priority to health and safety concerns of others Engages with the school and community outside of regular responsibilities	