

TEP I Dispositions Rating Sheet

1The School of Education and Public Service is dedicated to collaborating across programs and with Schools and the community to create "Competent, Caring, Qualified Professional Educators." Your honest evaluation of this candidate will help us to meet this mission.

During the Teacher Education Program Phase I, candidates enter in-depth study of educational and pedagogical topics paired with field experiences. It is the first step in the serious preparation for becoming a teacher.

Identifying areas for improvement in this candidate will help us to ensure that we and they can address them prior to student teaching or program completion.

2CU Candidate Last Name

3CU Candidate First Name

4Gender

- Male
 Female

5Ethnicity

- Non-Resident Alien
 African American, Non-Hispanic
 American Indian or Alaskan Native
 Asian or Pacific Islander
 Hispanic
 White, Non-Hispanic
 Other

6Please choose the candidate's program or grade level interest

- Child Growth & Learning (PreK or K-6 licensure endorsement)
 Secondary Education (4-8, 7-12, 9-12 licensure endorsement)
 Special Education
 Physical Education & Health (K-12 licensure endorsement)
 Art or Music education (K-12 licensure endorsement)
 Business Education (7-12 licensure endorsement)

7Assessor's Last Name (optional)

8Assessor's contact information (optional)

Phone or email

Assessor may be contacted to elaborate on any possible concerns.

9Date of evaluation

(MM/DD/YYYY)

10Does the candidate actively seek to learn, and demonstrate interest and engagement in their chosen subject area?

- Candidate is enthusiastic about their subject and seeks to connect its subject matter to other areas of the curriculum.
- Candidate clearly enjoys learning about and finding ways to teach their subject matter.
- Candidate struggles to discuss subject matter but shows willingness to learn.
- Candidate does not seem to enjoy talking or learning about their subject matter and cannot demonstrate strong content knowledge.

CU Candidate Proficiencies: 1D4, 1D5

11Does the candidate seem to value and demonstrate an understanding of the promises and challenges presented by individuality and cultural diversity?

- The candidate demonstrates disposition and ability to meet diverse learners' needs and to use diversity as a means to improve the education or experience of all students.
- ...understands needs of diverse learners; can identify or use appropriate strategies.
- ...articulates the challenges and promises of diversity, but struggles to identify or use strategies.
- ... is unaware of or unwilling to adapt to the needs of diverse learners.
- I have not observed the candidate in situations in which they have worked with diversity.

CU Candidate Proficiencies: 3K1, 3K3, 3K5, 3D1, 3D4

12Rate the candidate's verbal communication skills

- Articulate, confident, proper use of English language conventions
- Articulate and clear
- Shows limited understanding of appropriate communication style in differing contexts
- Inarticulate, unpleasant, hesitant

CU Candidate Proficiencies: 6D1, 6D3, 6P3

13Rate the candidate's written communication skills

- Consistent and effective college-level writing style and ability
- Organizes and clearly expresses written ideas
- Writing is occasionally unclear or not organized, uses informal language
- Writing is unclear or not organized, frequently uses informal language

CU Candidate Proficiencies: 6D1, 6P3

14Characterize the candidate's interpersonal behavior both in and out of the class:

- Diplomatic, sensitive to others' needs but understands professional boundaries
- Appropriate remarks and actions; generally able to read others' needs
- Occasionally makes inappropriate remarks or actions; developing awareness of professional boundaries
- Non-participatory, consistently inappropriate, apparently unable to read others' expressions or intentions.

CU Candidate Proficiencies: 10P5

15Rate the candidate's ability to collaborate with others in a professional (or classroom) setting?

- Collaborates willingly and effectively for MUTUAL improvement
- Collaborates effectively
- Has some trouble collaborating or understanding the value of collaboration

- Does not play well with others; can interfere with group work or development
CU Candidate Proficiencies: 10D1

16Rate the candidate's punctuality and reliability (for Instructors, class attendance)?

- Perfect, punctual attendance
 Rarely absent or tardy
 Occasionally tardy or leaves early
 Frequently tardy or leaves early

17How would you describe the candidate's work habits?

- Responsible, proactive, organized, independent worker
 Responsible, organized, may need some occasional direction
 Responsible; organizational skill is developing; mostly reactive to events
 Disorganized, reactive, frequently needs guidance, cannot work independently
CU Candidate Proficiencies: 9D3, 10K1

18Do you have a sense, at this point, that the candidate is enthusiastic about being a teacher?

- The candidate is clearly enthusiastic about education.
 The candidate has potential for a career in education.
 The candidate appears to have a developing interest in education.
 The candidate lacks interest and/or enthusiasm for the teaching field.

19Would you let this person teach your child?

- Yes
 No
 Maybe, after some growth and instruction

20Assessor's relationship to candidate

- CU course instructor
 Other College course instructor
 P-12 Educator
 CU Advisor
 Other College advisor
 Family friend
 Employer
 Other

21Number of years Assessor has known candidate

- Less than a year
 1 to 2 years
 3 to 5 years
 More than 5 years

22Thank you very much for your time in completing this form. If you have a brief comment to add, use the space below.

Space is limited by database requirements.
