

# TEP I Dispositions Rating Sheet

1CU Candidate First Name

2CU Candidate Last Name

3Assessor's Last Name

4Assessor's contact information

Phone or email

5Assessor's relationship to candidate

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

6Number of years Assessor has known candidate

- <1
- 1-2
- 3-5
- >5

7Does the candidate actively seek to learn, and appear interested and engaged in academic content ?

- Advanced
  - Target
  - Developing
  - Unacceptable
- (1D4, 2D2, 9D4)

8Rate the candidate's self-initiative and independence.

- Advanced
  - Target
  - Developing
  - Unacceptable
- (1D1, 4P3, 7P2)

9Rate the candidate's punctuality and reliability (for Instructors, class attendance).

- Advanced: Perfect attendance
  - Target: Rarely absent or tardy
  - Developing: Occasionally tardy or leaves early
  - Unacceptable: Frequently tardy or leaves early
- (9D8)

10Rate the candidate's interpersonal skills.

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

(10P5)

11Rate the candidate's ability to collaborate with others in a professional (or classroom) setting.

- Advanced: Collaborates willingly and effectively for MUTUAL improvement
- Target: Collaborates effectively
- Developing: Has some trouble collaborating or understanding the value of collaboration
- Unacceptable: Does not play well with others; can interfere with group work or development

(10P8)

12Rate the candidate's oral communication skills.

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

(4K3, 6D1, 6D3, 6P3)

13Rate the candidate's written communication skills.

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

(4K3, 6D1, 6P3)

14Describe the candidate's work habits.

- Advanced: Responsible, proactive, organized, independent worker
- Target: Responsible, organized, may need some occasional direction
- Developing: Responsible; organizational skill is developing; mostly reactive to events
- Unacceptable: Disorganized, reactive, frequently needs guidance, cannot work independently

(9D3, 10K1)

15Does the candidate seem to value and demonstrate an understanding of the promises and challenges presented by individuality and cultural diversity?

- Advanced
- Target
- Developing
- Unacceptable (unacceptable comments or strategies have been applied)
- Unsure

(3K3, 3K5, 3D1, 3D4)

16Do you have a sense, at this point, that the candidate is enthusiastic about being a teacher?

- Advanced: The candidate seems to have enthusiasm for education.
- Target: The candidate seems to have potential for a career in education.

Developing: The candidate appears to have a developing interest in education.

Unacceptable: The candidate lacks interest and/or enthusiasm for the teaching field.

(1D4)

17 Would you let this person teach your child?

Yes

No

Maybe, after some growth and instruction

18 Thank 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.