

Educator Disposition Recommendation



The University of Memphis
202 Ball Hall
Memphis, TN 38152

Prospective Candidate Name: _____ Date: _____

Evaluator completing the form: _____ Relationship: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

This form will be used as one piece of evidence noting a potential Teacher Candidate's professional dispositions. Please check the boxes in each column that most nearly describe your perception of the candidate. THANK YOU FOR YOUR HELP!

1. Demonstrates Effective Oral Communication Skills

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate others as evidenced by monotone voice with visible lack of others' participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some others' demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging others to participate <input type="checkbox"/> Communicates at an appropriate level as evidenced by using suitable vocabulary |
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ADDITIONAL COMMENTS:

2. Demonstrates Effective Written Communication Skills

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by unexpected responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes | <ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar | <ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively with others as evidenced by fostering expected responses <input type="checkbox"/> Demonstrates precise spelling and grammar |
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ADDITIONAL COMMENTS:

3. Demonstrates professionalism

<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments (or complete tasks) <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments (or completion of tasks) <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments (or completes all tasks) <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
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ADDITIONAL COMMENTS:

4. Demonstrates a positive and enthusiastic attitude

<ul style="list-style-type: none"> <input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect as evidenced by apathy 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with others as evidenced by verbal and non-verbal cues
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ADDITIONAL COMMENTS: