

HOPE COLLEGE EDUCATION DEPARTMENT  
FACULTY RECOMMENDATION

Please return to  
Education Department

**TO BE COMPLETED BY THE STUDENT UPON APPLICATION TO THE DEPARTMENT**

STUDENT NAME: \_\_\_\_\_ HOPE ID: \_\_\_\_\_

DECLARED MAJOR: \_\_\_\_\_ DECLARED MINOR: \_\_\_\_\_

LEVEL OF CERTIFICATION: (✓ one) \_\_\_\_\_ ELEMENTARY \_\_\_\_\_ SECONDARY (Special Education = Elementary; K-12 = Secondary)

“I (✓ one) \_\_\_\_\_ HAVE \_\_\_\_\_ HAVE NOT WAIVED MY RIGHTS TO SEE THE REFERENCE.”

Student Signature \_\_\_\_\_

**TO BE COMPLETED BY THE RECOMMENDING FACULTY MEMBER:**

NAME: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_

How long have you known this student? \_\_\_\_\_ In what capacity? \_\_\_\_\_

Please rate the above named student on the following qualities and characteristics (see rubric on back)

PROFESSIONAL BEHAVIORS	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Consistent class attendance					
Participation in discussion and/or class activities					
Written expression skills					
PROFESSIONAL DISPOSITIONS					
Demonstrates responsibility					
Demonstrates maturity					
Demonstrates respect					
Demonstrates confidence					
Demonstrates vigor					
Demonstrates personal integrity					
Demonstrates the belief that all children can learn					
Demonstrates fairness					

Please circle your appropriate level of recommendation:

a. recommend him/her with enthusiasm	c. have concerns
b. recommend him/her	d. do not recommend him/her

**Additional comments on the student concerning levels of enthusiasm, energy, positive attitude, honesty/integrity/mental alertness, social skills, and appearance (continue on reverse side if necessary):**

Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

**DUE BY: 1st Friday in October for Fall Semester; 1<sup>st</sup> Friday in March for Spring Semester**

EDUCATION DEPARTMENT MISSION:

*To prepare prospective teachers to have the knowledge, skills, attitudes, and values necessary to make professional decisions in a changing world.*

HOPE COLLEGE EDUCATION DEPARTMENT  
FACULTY RECOMMENDATION EVALUATION RUBRIC FOR DISPOSITIONS

**Professional Dispositions  
(Recognizes the impact of personal characteristics)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Demonstrates responsibility	Student consistently goes beyond course expectations.	Student often follows through with course expectations.	Student occasionally follows through with course expectations.	Student fails to follow through with course expectations.
Demonstrates maturity	Student consistently acts as an adult learner in the classroom.	Student often acts as an adult learner in the classroom.	Student occasionally acts as an adult learner in the classroom.	Student fails to act as an adult learner in the classroom and demonstrates immaturity.
Demonstrates respect	Student's interactions are consistently considerate and courteous. Interactions are appropriate to cultural norms and demonstrate appreciation for the world views of others.	Student's interactions are often considerate and courteous. Interactions are generally appropriate to cultural norms and demonstrate appreciation for the world view of others.	Student's interactions are occasionally considerate and courteous, but may reflect inconsistencies and/or disregard for cultural norms. At times student does not demonstrate an appreciation for the world view of others.	Student's interactions fail to be considerate and courteous. At times, they are negative, demeaning, sarcastic, rude or inappropriate. Student does not demonstrate an appreciation for the world view of others.
Demonstrates confidence	Student consistently shows confidence and/or friendliness when working with others.	Student often shows confidence and/or friendliness when working with others.	Student occasionally shows confidence and/or friendliness when working with others.	Student fails to show confidence and/or friendliness when working with others.
Demonstrates vigor	Student consistently demonstrates physical and mental strength and energy.	Student often demonstrates physical and mental strength and energy.	Student occasionally demonstrates physical and mental strength and energy.	Student fails to demonstrate physical and mental strength and energy.
Demonstrates personal integrity	Student consistently responds in a reliable, honest, and trustworthy manner.	Student often responds in a reliable, honest and trustworthy manner.	Student occasionally responds in a reliable, honest and trustworthy manner.	Student fails to respond in a reliable, honest and trustworthy manner.
Demonstrates the belief that all students can learn	Student consistently demonstrates the belief that all individuals, (regardless of ethnicity, race, gender, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)	Student often demonstrates the belief that all individuals, (regardless of ethnicity, race, gender, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)	Student occasionally demonstrates the belief that all individuals, (regardless of ethnicity, race, gender, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)	Student fails to demonstrate the belief that all children, (regardless of ethnicity, race, gender, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)
Demonstrates fairness	Student consistently demonstrates an attitude that promotes nondiscrimination and equity.	Student often demonstrates an attitude that promotes nondiscrimination and equity.	Student occasionally demonstrates an attitude that promotes nondiscrimination and equity.	Student fails to demonstrate an attitude that promotes nondiscrimination and equity.