

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) : _____ EARLY CHILDHOOD _____ ELEMENTARY _____ SECONDARY _____ ELEMENTARY _____ SECONDARY
SPECIAL EDUCATION _____ SPECIAL EDUCATION

"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 passion for teaching					
Demonstrates personal integrity					
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; 1st 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 passion for teaching	Student consistently demonstrates joy and enthusiasm for teaching, learning, and working with others (regardless of ethnicity, race, gender, disability, religion, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)	Student often demonstrates the joy and enthusiasm for teaching, learning, and working with others (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)	Student occasionally demonstrates the joy and enthusiasm for teaching, learning, and working with others (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)	Student fails to demonstrate the joy and enthusiasm for teaching, learning, and working with others (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. (As shown in appropriate course activities.)
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 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.