CONFIDENTIAL
Reference sheet for Departmental Approval—Teacher Education
(History-Social Science)

To the student:
This form will be used by the History Department/Social Science Program Teacher Education Committee as it considers recommending you for admission to the Teacher Education Program in History or Social Science. Please complete the section below, and give the form to the appropriate instructor.

Name _____________________________
Major __________________________________
E# ____________________________________

Instructor’s name ____________________________
Department ____________________________
Course ________________________________
Semester Taken ________________________

To the instructor:
This student is applying for admission to the Teacher Education Program, and History Departmental or Social Science Studies Program approval is necessary. Please complete this form and return it directly to the Chair, Teacher Education Committee, History/Social Science (Bonnie Laughlin-Schultz).

Are you the student’s advisor? _______ Yes _______ No

Professional Qualities

<table>
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<tr>
<th></th>
<th>Top 10%</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unknown</th>
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<tbody>
<tr>
<td>Ability to work with others</td>
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<td>Knowledge of subject</td>
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<td>Enthusiasm for subject</td>
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<td>Language skills, incl. writing</td>
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<td>Self-confidence, manner, and poise</td>
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<td>Maturity/Responsibility</td>
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<td>Dispositions (see attached)</td>
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Candidate’s overall potential (please comment)

I recommend this candidate:

_____ without reservation

_____ with some reservation (please do not check this box solely if you feel you do not know the student well enough)

_____ I do not recommend this candidate because: ____________________________________________

Instructor signature ____________________________ Date: __________________


EIU Dispositions Framework
http://www.eiu.edu/clinical/dispositions.php
The disposition framework for Eastern Illinois University encompasses five dispositional areas:

**Interaction With Students (IWS)**
Interaction with students encompasses those behaviors that evidence the candidate’s regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

**Professional Ethics and Practices (PEP)**
Professional ethics and practices are often the most easily observed of the dis-positional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dis-positional category.

**Effective Communication (EC)**
Easily identified as a skill domain, effective communication within a dis-positional framework refers to one’s regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students. Honorable and non-judgmental professional discourse, especially in relation to the candidate’s progress, is essential for growth. Effective communication considers the audience as well as the message.

**Planning and Teaching for Student Learning (PTSL)**
Planning and teaching for student learning in the dis-positional arena refers to the beliefs about student learning, the ability of all students to learn, and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

**Sensitivity to Diversity and Equity (SDE)**
Sensitivity to diversity and equity goes beyond the acknowledgment or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, a sense of fairness, and a lack of ethnocentric or gender-specific generalizations.