

**CONFIDENTIAL**

Reference sheet for Departmental Approval to Student Teach  
(History and Social Science)

**Part A**

**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 fully complete Part A below, and give the form to the appropriate instructor.

Name \_\_\_\_\_ Major \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_ E-mail: \_\_\_\_\_ E# \_\_\_\_\_

Instructor's name \_\_\_\_\_ Department \_\_\_\_\_

Course \_\_\_\_\_ Taken during \_\_\_\_\_ Semester, 20\_\_\_\_\_

**Part B**

**To the instructor:**

This student is applying for Departmental Approval to Student Teach. History Departmental or Social Science Studies Program approval is necessary. Based upon your personal knowledge of the student, please complete this form and return it directly to Ms. Donna Nichols, Office Manager, History Department.

<b>Professional Qualities</b>	<b>Top 10%</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Unknown</b>
Ability to work with others					
Knowledge of subject					
Enthusiasm for subject					
Language skills, including writing ability					
Manner, poise, and self confidence					
Maturity/Responsibility					
Dispositions (please see attached descriptors)					

Candidate's overall potential (please comment): \_\_\_\_\_

I recommend this candidate:

\_\_\_\_\_ without reservation  
\_\_\_\_\_ with some reservation (please state reason): \_\_\_\_\_

\_\_\_\_\_ I do **not** recommend this candidate (please state reason): \_\_\_\_\_

Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## EASTERN ILLINOIS UNIVERSITY DISPOSITIONS FOR EDUCATORS

**DISPOSITIONS** are the attitudes, perceptions or beliefs that form the basis for behavior.

The five primary dispositional areas identified for EIU educator candidates are:

**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 dispositional 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 dispositional category.

**Effective Communication (EC)** Easily identified as a skill domain, effective communication within a dispositional 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 dispositional 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 acknowledgement 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.