

CSU-Pueblo Teacher Education Program
Faculty Recommendation Form: Admission to Education

 Student (Last Name, First, Middle)

 PID

 Date

 Faculty Reviewer

1=Needs Improvement, 2=Developing, 3 Proficient, 4=Advanced/Highly Proficient

Content Knowledge and Professionalism		1	2
		←————→	
2.9		Knowledge of content appears sufficient for success in future classes	
2.11c		Speaks in a professional manner, using formal English appropriate to the classroom & demonstrates writing that would provide appropriate, formal English models for students	
3.3		Treats all students in an equitable and fair manner	
6.5		Uses variety of sources, including professional literature, to grow as a professional	
7.8		Works collegially with peers and faculty; participates as a member of a team	
		1	2
		←————→	
8.2		Consistently exhibits strong work ethic; Is always punctual and on-time for all responsibilities	
8.3		Demonstrates emotional stability required of professional educators; Acts with honesty and with integrity	
8.4		Acts in a caring manner toward K-12 students, peers, and other members of the learning community	
8.5		Models an excitement for learning	
8.6		Respects the input of others, including faculty, and attempts to incorporate feedback to grow professionally	
8.7		Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence	
8.8		Is well-groomed and dresses in a professional manner	

Comments:

- _____ recommend
 I _____ recommend with reservations this student for admission to the teacher education program
 _____ do not recommend

 Signature of Faculty Member

 Date

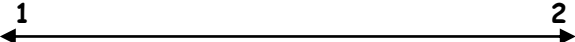
Faculty Recommendation Form: Admission to Education

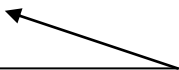
Dear Faculty Member:

CSU-Pueblo is implementing a performance-based teacher education program that will provide ongoing information on student progress across all program standards. We appreciate your efforts in giving us feedback concerning the student who has asked you to recommend her/him for admission to education. Your recommendation is very important and will be used as part of the student's portfolio. We especially appreciate any comments that identify the student's strengths for teaching as well as those that will be useful in helping the student improve in future semesters.

Completing the Evaluation

The Teacher Education Program's expectations for content and professionalism (Goals 2 and 8) require students to be proficient in all important benchmarks. That is, we expect students to be proficient in professional dress, attendance and responsibility, etc. at their admission to education. Please consider this as you evaluate those items.

Content Knowledge		1  2
2.9		Knowledge of content appears sufficient for success in future classes



Please evaluate each benchmark using the following scale:

1 = *Needs Improvement*: has only basic understanding and/or minimal or poor application; needs remediation; often does not apply the skill

2 = *Developing*: is developing knowledge and skills; is able to begin to demonstrate the skill with assistance; does not consistently apply the skill

3 = *Proficient*: has achieved the same level of proficiency as well-prepared students with whom you are familiar, i.e., independent application of the skill; usually applies the skill

4 = *Advanced/Highly Proficient*: knowledge and skills are comprehensive and performance exceeds expectations for well-prepared students; consistently exceeds expectations for this skill

Goals 2.9 through 7.10 generally rate at the 1-2 level.
Goal 8 generally generates a rating of 3 or 4.