


Application Deadline: 2nd Tuesday in March for the following academic year (Fall and Spring)

	Secondary Education Department / Program Recommendation for Admission to Student Teaching
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Recommendation for: _____
Student's Name

Department/Licensure Area _____

Students

- Write your name within the “Recommendation for:” text box above. Identify your “Department/Licensure Area”. (Biology, Chemistry, Communication Arts & Literature, Mathematics, Music, Social Studies, and Educational Media)
- Ask your department chair, licensure coordinator, or academic advisor within your academic major to complete this and the attached form and forward them to the Education department.
- Students should complete the attached form indicating:
 - Grade-summary showing your earned grades for required courses
 - EDU dispositions - please review these and self-evaluate your dispositions
 - Licensure standards associated with your field of study - please review these and self-evaluate your attainment of these standards

Faculty (Department Chair, Licensure Coordinator, or Academic Advisor)

- Faculty making recommendations should review the student's grades in their major, the EDU dispositions, and the content area licensure standards in the process of making their recommendation. A check box in front of each EDU disposition and licensure standard is provided. Please feel free to utilize these boxes to indicate a student's dispositions or attainment of the standards.

Utilizing the resources provided (course grades, EDU dispositions, and licensure standards) and your experiences with this student's ability and performance in your department / program, do you recommend that she/he be permitted to student teach at the middle/secondary level in your academic/licensure area?

- Yes
- Yes, but with reservations
- No

Please provide narrative information supporting the recommendation identified above.
(Use back if necessary)

Signature _____ Date _____
Department Chair/Licensure Coordinator/Academic Advisor

(Please forward to the Education Department. Thank you!)

Biology

Biology	
Course	Grade
BIO1110	
BIO1120	
BIO2110	
BIO2120	
BIO2250	
BIO3210	
BIO3220	
BIO3500	
BIO4170	
CHM1110	
CHM1120	
CHM1020	
CHM1030	
MTH1111	
ESC1202	
PSC1201	
PSC2001	
PSC2002	
PSC4150	

Student Faculty

- | | | |
|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition One: The teacher is disposed toward being a lifelong learner who has a passion for subject matter. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Two: The teacher is disposed to healthy and helping relationships with children/youth. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Three: The teacher is disposed toward opportunities to grow in understanding and appreciation of human diversity. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Four: The teacher is disposed toward creativity, problem solving, and/or divergent thinking. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Five: The teacher is disposed toward promoting positive social interaction. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Six: The teacher is disposed toward effective communication. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Seven: The teacher is disposed toward planning, organizing, and goal setting. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Eight: The teacher is disposed toward recognizing and promoting growth in others. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Nine: The teacher is disposed to reflection and self-development. |
| <input type="checkbox"/> | <input type="checkbox"/> | Disposition Ten: The teacher is disposed toward integrity and collaboration for student/child advocacy. |

Student

Faculty

A teacher of Biology must demonstrate:

- | | | |
|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | A. A conceptual understanding of life science, including solving qualitative problems, displaying, describing, and analyzing experimental and theoretical data, and planning safe environments and practices in all life science learning activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | B. Knowledge of biological concepts, including structural and functional relationships, molecular and cellular life processes, molecular reproduction and heredity, diversity and biological evolution, interdependence among living things, and behavior of organisms. |
| <input type="checkbox"/> | <input type="checkbox"/> | C. An advanced conceptual understanding of life science and the ability to apply its fundamental principles, laws, and concepts by completing a full research experience. |