

Saint Vincent College
Education Department



*Teacher Candidacy Handbook for
Undergraduate Students*

Spring 2025

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What is Teacher Candidacy?

In Pennsylvania, teacher candidacy is a critical step in the teacher preparation process regulated by the Pennsylvania Department of Education (PDE). It is designed to ensure that teacher candidates demonstrate the knowledge, skills, and dispositions necessary for entering the teaching profession.

Teacher candidacy refers to the point at which a student in an educator preparation program (EPP) formally applies and is admitted to the professional phase of their program, which typically includes advanced coursework and field experiences leading to certification.

Requirements for Teacher Candidacy or Formal Admission into the SVC Teacher Preparation Program

Candidates who have a minimum of 48 credits in general education and content area coursework and meet the eligibility criteria below, can apply for formal admission into the SVC teacher preparation program. Once formally admitted, candidates are permitted to take more advanced educational coursework and fieldwork that will lead to and prepare them for the student teacher practicum.

Eligibility Criteria

- Candidates must demonstrate competency in the Pennsylvania Core Standards and PA School Code requirements.
- Candidates are required to complete a minimum of 48 credits in general education and content area coursework and be in their third or fourth semester at Saint Vincent College.
 - Students who do not meet Candidacy Admission requirements by the time they complete 60 credits may not take professional core courses and must either take steps to remediate and delay candidacy or change their major.
- Minimum GPA Requirement: Candidates must maintain a cumulative GPA of 3.0 or higher to be considered for candidacy.
 - The SVC GPA is used if a student has been at SVC for at least one semester. The GPA from a previous institution is used for students transferring 48+ credits and do not have an established SVC GPA.
 - Candidates with a GPA of 2.8 to 2.99 must meet the following criteria to be considered for candidacy:
 - ♣ A 2.8-2.99 GPA and a combined score of 1050 on the SAT, with no score lower than 500 on either the verbal or mathematics subtests;
 - ♣ A 2.8-2.99 GPA and a score of no less than 23 on the English subtest and 20 on the mathematics subtest of the ACT; or Qualifying scores on the preprofessional skills test (Praxis Core or PAPA)

- Candidates must meet the Pennsylvania Department of Education (PDE) competencies, demonstrating proficiency in teaching practices, classroom management, and content-specific knowledge relevant to the certification area. They will do this for candidacy by earning no less than a B- in ED-205 Strategies and Techniques of Instruction. Students earning less than a B- in this course may retake the course one time. A student who does not earn a minimum B- after taking the course twice will not be considered for admission into the program. Concurrently with ED-205, candidates will register for ED-00A Formal Education Admission, a non-credit bearing requirement. Candidates who successfully complete candidacy requirements will earn a “P.”
- Candidates will be evaluated through multiple assessments, including:
 - Observation and feedback sessions with supervising teachers.
 - Performance assessments aligned with Pennsylvania Core Standards.
 - Dispositional assessments to evaluate personal and professional qualities.
 1. Candidates must complete a disposition self-assessment.
 2. Two full-time faculty members will complete the disposition assessment.
- The following clearances must be current and on file within the Education Department:
 - Act 126 – Child Abuse Recognition & Reporting Act
 - Act 24 – Arrest /Conviction Report and Certification Form
 - Act 34 – Criminal History Record
 - Act 151 – Child Abuse History Clearance
 - Act 114 – FBI Fingerprint Clearance
 - TB Screening

Application

Candidates who satisfy the criteria for formal program admission will complete a formal application. As part of the application process, candidates will need to document credits earned, GPA, that appropriate grades have been met in pre-requisite courses, and that current clearances are on file in the Education Department office.

Additionally, candidates will sign a FERPA disclosure acknowledging that a limited number of supervising faculty will receive information about individuals’ college disciplinary records. This information is provided to these specific faculty members to ensure the safety of the children served at partner schools in advanced fieldwork settings.

The final step of the application process will require candidates to complete a **Disposition Self-Assessment** and have two education department faculty complete the **Faculty Disposition Assessment**.

Once all pieces of the application are finalized, candidates will submit the application to their education advisor for review and signatures. Final signed applications with all documentation will be submitted to the Director of Field Experiences and Department Chairperson for final review and approval.

Steps in the Application Process

1. Candidate completes **Teacher Candidacy Application** (see Appendix A)
2. Candidate completes **Disposition Self-Assessment** (see Appendix C & Disposition Assessment Guidelines for additional information)
3. Candidate requests two education faculty members (one from each course list under Disposition Assessment Guidelines) to complete the **Faculty Disposition Assessment** (see Appendix B). Selected education faculty complete the assessment and submit it to the Director of Field Experiences.
4. Candidate submits the **Teacher Candidacy Application** along with the **Disposition Self-Assessment** to their education advisor for review and signatures.
5. Education advisor reviews and signs application, verifying that requirements have been met and indicating candidate has met full admission, temporary admission (if coursework is still in progress), or has not met admission requirements. The education advisor submits the application to the Director of Field Experiences.
6. Using the **Teacher Candidacy Rubric**, the Director of Field Experiences and Department Chairperson reviews the candidate's application and asserts or denies the candidate formal admission into the teacher preparation program.
 - a. Candidates who are denied admission to the program based solely on dispositions are granted a **Disposition Growth Plan** (see Appendix E) that will assist in helping them to grow professionally and in meeting disposition criteria.
 - b. A decision about teacher candidacy is made following the completion of the **Disposition Growth Plan**.
7. The candidate receives a decision letter from the Director of Field Experience, which, along with all teacher candidacy documentation, is added to the candidate's file.
8. Candidates who successfully complete teacher candidacy requirements, will earn a grade of "P" in ED-00A. Until a successful candidacy is achieved, ED-00A will indicate "IP" or "in progress."

Disposition Assessment Guidelines

The Pennsylvania Department of Education (PDE) emphasizes the importance of professional dispositions in its teacher preparation standards and certification guidelines. Dispositions refer to the attitudes, values, and professional behaviors that educators are expected to demonstrate as part of their role. These are often tied to ethical teaching practices, professionalism, and fostering an inclusive and supportive learning environment. For this reason, one of the requirements for Teacher Candidacy is the completion of a **Disposition Self-Assessment**, which is completed by the candidate, and the completion of a **Faculty Disposition Assessment** completed by two education faculty on the candidate's behalf.

Student Self-Assessment of Dispositions

Developing the habit of reflective practice is essential for growth and success in the classroom. Reflecting on teaching methods, classroom interactions, and student outcomes allows one to identify what works well and what needs improvement, helping one adapt to the diverse needs of future students. Equally important is taking time to reflect on personal dispositions— attitudes, beliefs, and values—as these significantly influence teaching and relationships with students. Self-awareness in this area helps one recognize and address potential biases, build stronger connections with students, and create inclusive and equitable learning environments. By embracing reflection, one can enhance emotional intelligence, resilience, and adaptability, while staying connected to the purposes of serving as an educator.

As part of the application process for teacher candidacy, candidates will be required to complete a comprehensive **Disposition Self-Assessment** (see Appendix C). This assessment is designed to encourage candidates to reflect deeply on the personal attributes and professional qualities necessary for effective teaching. Candidates will evaluate their attitudes, values, and behaviors, considering how these align with the expectations of the teaching profession, such as fostering inclusivity, demonstrating empathy, maintaining professionalism, and adapting to diverse student needs. By engaging in this reflective process, candidates will gain greater self-awareness and insight into their readiness to meet the challenges of teaching while identifying areas for growth and development to support their success in the classroom. This step not only strengthens their candidacy but also sets the foundation for lifelong reflective practice essential for impactful educators.

Faculty Completion of Disposition Assessment

The candidate is responsible for selecting two different education faculty who have had the candidate for class who can speak about candidate’s dispositions. The candidate requests two education faculty (one from each course list) to complete the **Faculty Disposition Assessment**. **Candidates may not select adjunct faculty.**

LIST A	LIST B
ED100 Foundations of Education	ED205 Strategies
ED 142 Math for Teachers	ED115 Educational Psychology
ED 206 Field II	ED 155 Geometric Measurement
ED 122 Curriculum Projects and Play	ED 200 Comprehension & Vocab
CL 129 Adolescent Literature	CL 130 Children's Literature

The faculty is responsible for completing the **Faculty Disposition Assessment** and submitting that to the Director of Field Experiences (see Appendix B). The candidate will receive ratings on various sub-criteria and an overall rating. For any ratings that are “below standard,” the faculty completing the assessment will provide evidence and suggestions on how to improve in these

areas. Candidates who receive any rating that received a “below standard” will receive a **Disposition Growth Plan**.

Disposition Growth Plan

Candidates who receive any rating of “below standard” on the **Faculty Disposition Assessment** will be provided with opportunities for advising and remediation through a **Disposition Growth Plan** that will permit the candidate to continue to work on dispositions over a short period of time. The growth plan will be developed by a small committee of faculty within the Education Department, that includes the candidate’s education advisor, the Director of PK-12 Programs, the Director of Field Experiences, the Education Chairperson, as well as the candidate. When a dispositional concern is identified, the growth plan will include clear, actionable feedback to ensure the candidate understands the concern and the steps needed for improvement. Candidates who meet the goals of the growth plan will be considered for teacher candidacy and formal admittance into the teacher preparation program as long as all other requirements are met. Candidates who show partial progress on the growth plan will receive a second, and final, growth plan. Candidates who do not meet the goals nor show progress on the second growth plan will not receive formal admittance into the teacher preparation program and will be counseled out of the program

The growth plan includes the following components:

1. Identification of Areas Concerns
Dispositions that were not met will be clearly outlined (e.g., professionalism, communication, respect for diversity, adaptability) and specific examples of the candidate’s behavior or actions that demonstrate the issue will be provided.
2. Growth Plan Goals for Improvement
Specific areas of concern will be reviewed with the student and an action plan for improvement will be developed; it will include clear, measurable goals based on the identified concerns. For example: "Candidate will meet deadlines for assignments by the due date in all courses."
3. Outcomes of the Growth Plan
Within the growth plan, specific pieces of evidence will be provided to measure the impact of the goals. For example, “Candidate will provide a copy of grade sheets that show when assignments were submitted against course due dates.”
4. Midpoint Progress Date and Review
The team will select a date mid-way through the Growth Plan to meet with the candidate to review progress. Progress will be documented on the Growth Plan. If there is a need to adjust the goals or outcomes, it can also occur at this time point.
5. Final Progress Date, Review, Decision, and Signatures

The team will select a final date to review the results of the Growth Plan with the candidate. Overall progress will be identified. At this time, the team will determine if the candidate successfully met the growth plan or not. If the candidate shows partial growth, a second plan is initiated. If the candidate shows a lack of growth, the candidate is counseled out of the education program.

Retention and Progression

- Candidates must maintain a minimum GPA of 3.0 throughout the program to remain eligible for teacher candidacy.
- Candidates who do not meet retention requirements will receive guidance on remediation options and, if applicable, a review of potential reapplication to the program.

Ethics and Professional Conduct

- All candidates must adhere to the PDE Code of Professional Practice and Conduct for Educators. (See Appendix
- Violations of professional conduct or ethical standards may result in suspension or removal from the teacher candidacy program.

Appendix A: Teacher Candidacy Application Directions and Form



SAINT VINCENT COLLEGE

Education Department

Application for Admission to Teacher Candidacy: Undergraduate Students

Directions for Submitting this Application

Use this application if you are in one of the following programs:

- PK - 4 Teacher Certification
- ML 4-8 Teacher Certification
- PK-12 Health & PE Teacher Certification
- PK-12 Art or Spanish Teacher Certification
- 7-12 Secondary Teacher Certification

1. Read/Review the entire application and directions. If you meet all requirements, complete the application. If you do not meet all requirements, do not complete the application.

2. Read and complete each block on the application. Follow directions for each block as indicated in the “Criteria/Documentation” column. Initial in the “student” column as you complete each block.
3. Meet with your advisor to review your application packet, verify dates and content, initial each block in the “advisor” column and sign your application. Your advisor will not accept incomplete applications.
4. Take completed & signed application to the Department Secretary in the Education Office.

Notes:

- Students who do not meet Candidacy Admission requirements by the time they complete 60 credits may not take professional core courses and must either take steps to remediate and delay candidacy or change their major.
- Your failure to meet deadlines will result in scheduling problems.
- A GPA of 3.0 is required for Candidacy admission; if your GPA is between 2.8-2.99 and you meet SAT or ACT requirements, or PAPA/CORE requirements, your application can proceed.

Application Deadlines: October 31 for Fall Registration; March 30 for Spring Registration Your advisor will not accept an incomplete application. Please follow directions listed on the back of this application.



SAINT VINCENT COLLEGE

Education Department

Application for Admission to Teacher Candidacy: Undergraduate Students

Name: _____ Student ID: _____

Local Address: _____

E-Mail: _____ Phone: _____

I have read all directions for this form, and I am seeking:

- Full Admission
- Temporary Admission (in progress courses)

	Requirement	Criteria/Documentation	Student Initials	Faculty Initials
STUDENTS MUST MEET ALL QUALIFICATIONS BELOW FOR FULL & TEMPORARY (Temporary means that required courses are in progress) ADMISSION OPTIONS				
A	3.0 GPA	YOUR GPA _____ If your GPA is between 2.8 and 2.99, you need to attach SAT or ACT score reports or PAPA/CORE score reports.		

B	48 credit hours completed by the end of current semester	# CREDITS COMPLETED: _____ # CREDITS IN PROGRESS: _____		
C	B- in ED-205	YOUR GRADE in ED-205 _____		
D	Act 126 – Child Abuse Recognition & Reporting Act	Obtain the initials from the Education Department secretary		
E	Act 34 – Criminal History Record	Obtain the initials from the Education Department secretary <i>Your ACT 34 expires ONE (1) year after the DATE OF REQUEST.</i>		
F	Act 151 – Child Abuse History Clearance	Obtain the initials from the Education Department secretary <i>Your Act 151 expires ONE (1) year after the VERIFICATION DATE.</i>		
G	Act 114 – FBI Fingerprint Clearance	Obtain the initials from the Education Department secretary		
H	Act 24 – Arrest /Conviction Report and Certification Form	Complete and sign Act 24 Arrest/Conviction Report and Certification form. Attach the Act 24 form.		
I	TB Screening	Obtain the initials from the Education Department secretary		
J	Disposition Evaluation Self-Assessment	All students should have completed a disposition self-assessment. A copy should be attached.		
K	FERPA Disclosure	Candidate will have a signed FERPA disclosure form on file in the Education Office.		

I have completed this application and provided all the required documentation.

Student Signature: _____

Date: _____

I have reviewed this application packet, and I verify that each requirement has been met.

- Full Admission
- Temporary Admission

Advisor's Signature: _____

Date: _____

OR

- The candidate has not met the requirements for teacher candidacy.**

Advisor's Signature: _____

Date: _____

Rationale:

Appendix B: Faculty Disposition Assessment



SAINT VINCENT COLLEGE

**Education Department
Faculty Dispositions Assessment**

Name of Student _____ Course _____
 Certification Area _____ Advisor _____
 Evaluator Name _____ Date _____
 Evaluator's Signature: _____

Teacher dispositions are the values, attitudes, and behaviors that shape interactions with students, colleagues, and the school community. Qualities like empathy, integrity, and a commitment to lifelong learning are essential for creating positive, equitable learning environments. These traits influence how educators address challenges, build relationships, and meet diverse learner needs, making them a vital focus in teacher preparation programs.

Use the scale below to rate the individual on each disposition by selecting the corresponding number in the cell. The scores for the seven dispositions will be totaled to calculate an overall composite score. Additionally, please include comments to support your ratings as necessary. Faculty will use the following guide to evaluate the dispositions listed below for the teacher candidate.

- 0-Below Standard: Shows little to no evidence of understanding or commitment to the disposition.**
- 1-Approaching Standard: Demonstrates some understanding and commitment to the disposition.**
- 2-Meets Standard: Clearly demonstrates strong understanding and commitment to the disposition.**

Dispositions

	Below Standard 0	Approaching Standard 1	Meets Standard 2
1. Effective Professional Oral Communication (Danielson 2a, 4c; PA Code of Professional Conduct)	<input type="checkbox"/> Frequently makes major errors in language, grammar, or word choice. <input type="checkbox"/> Fails to vary communication, leading to low student engagement, as demonstrated by a monotone delivery and minimal student engagement.	<input type="checkbox"/> Demonstrates basic communication skills with some noticeable errors. <input type="checkbox"/> Attempts to vary communication but struggles to sustain student engagement. <input type="checkbox"/> Engages respectfully but needs support to foster a welcoming environment.	<input type="checkbox"/> Consistently uses appropriate language, grammar, and word choice. <input type="checkbox"/> Effectively adjusts communication style to engage and motivate students. <input type="checkbox"/> Engages respectfully and fosters a collaborative environment.

	<input type="checkbox"/> Shows minimal effort to engage respectfully, causing occasional disruptions.		
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2. Effective Written Communication (Danielson 2a, 4c; PA Code of Professional Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<input type="checkbox"/> Uses harsh or negative tones, prompting negative responses. <input type="checkbox"/> Written communication is unclear, unprofessional, and disorganized, with frequent grammar or spelling errors.	<input type="checkbox"/> Communicates respectfully but with occasional negative undertones, leading to unproductive responses. <input type="checkbox"/> Shows improvement in clarity and professionalism, with fewer errors, but organization still needs refinement.	<input type="checkbox"/> Communicates respectfully and positively, fostering constructive responses. <input type="checkbox"/> Demonstrates clear, concise, professional writing with proper grammar, spelling, and organization.

3. Professionalism (Danielson: 4f; PA Code of Professional Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<input type="checkbox"/> Fails to respond to communications or submit assignments on time. <input type="checkbox"/> Lacks punctuality or consistent attendance. <input type="checkbox"/> Violates major ethical boundaries or shares inappropriate personal issues. <input type="checkbox"/> Does not actively participate in group tasks. <input type="checkbox"/> Inflexible and unwilling to accept majority consensus.	<input type="checkbox"/> Delays communication responses or submits assignments late. <input type="checkbox"/> Inconsistent with punctuality or attendance. <input type="checkbox"/> Crosses minor ethical boundaries or occasionally shares inappropriate personal issues. <input type="checkbox"/> Minimally contributes to group tasks or monopolizes conversations. <input type="checkbox"/> Shows some flexibility but is inconsistent.	<input type="checkbox"/> Responds promptly to communications and submits assignments on time. <input type="checkbox"/> Consistently punctual and present. <input type="checkbox"/> Maintains professional ethical standards and boundaries. <input type="checkbox"/> Actively participates in group tasks to achieve productive outcomes. <input type="checkbox"/> Demonstrates flexibility by accepting consensus and providing thoughtful responses.

4. Positive and Enthusiastic Attitude	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<input type="checkbox"/> Frequently complains and rarely offers	<input type="checkbox"/> Seeks solutions but only with prompting.	<input type="checkbox"/> Proactively seeks solutions without prompting or complaints.

	<p>solutions to problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resists change and reacts negatively to new ideas or activities. <input type="checkbox"/> Shows little positive affect, lacking expression or enthusiasm. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tries new ideas tentatively but lacks confidence in execution. <input type="checkbox"/> Misses opportunities to show positive affect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Embraces and implements new ideas or activities. <input type="checkbox"/> Displays positive affect through verbal and non-verbal cues.
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5. Preparedness in Teaching and Learning (Danielson: 1e, 3e, 4a)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects feedback and does not implement suggestions. <input type="checkbox"/> Misunderstands teaching effectiveness, showing limited ability to improve. <input type="checkbox"/> Arrives unprepared and without necessary materials. <input type="checkbox"/> Fails to adjust lessons when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partially follows through on feedback but shows resistance. <input type="checkbox"/> Requires support to reflect and take corrective action. <input type="checkbox"/> Comes with some plans and materials but lacks full preparation. <input type="checkbox"/> Recognizes issues in lessons but struggles to adapt effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts and implements feedback to improve performance. <input type="checkbox"/> Reflects and adjusts teaching practices based on experience. <input type="checkbox"/> Arrives fully prepared with all necessary materials. <input type="checkbox"/> Effectively adapts lessons mid-progress when needed.

6. Value for Cultural and Academic Diversity (Danielson: 1b, 2a, 2b; PA Core of Prof. Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not equitably embrace diversity. <input type="checkbox"/> Fails to address negative student behaviors, creating an unsafe classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows superficial efforts to embrace diversity. <input type="checkbox"/> Strives to create a safe classroom but struggles to consistently address negativity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fully embraces diversity through inclusive activities and behaviors. <input type="checkbox"/> Ensures a safe classroom by addressing and correcting negative behaviors.

7. Social and Emotional Intelligence	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Overreacts to sensitive issues and lacks self-regulation. <input type="checkbox"/> Gives up easily, showing little perseverance or resilience. <input type="checkbox"/> Lacks compassion and sensitivity to others' feelings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows some ability to self-regulate after initial overreaction. <input type="checkbox"/> Demonstrates perseverance and resilience most of the time. <input type="checkbox"/> Often sensitive to others' feelings but not consistently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Stays calm and self-regulated when addressing sensitive issues. <input type="checkbox"/> Consistently demonstrates perseverance and resilience. <input type="checkbox"/> Shows empathy and sensitivity to others through compassionate actions.

Scoring

Tally the total from each category.

Dispositions	Score
1. Communicates professionally and effectively in oral interactions.	/6
2. Communicates clearly and effectively in written form.	/4
3. Upholds high standards of professionalism.	/10
4. Maintains a positive and enthusiastic demeanor.	/6
5. Prepares thoroughly for teaching and learning activities.	/8
6. Values and appreciates cultural and academic diversity.	/4
7. Demonstrates social and emotional intelligence to foster stability and growth.	/6
TOTAL	/43

Any criteria that are “below standard” will require a Disposition Growth Plan

Meets Standard: 43-37

Approaching Standard: 36-30

Below Standard: Below 30

This addendum to the Rubric for the Assessment of Dispositions aims to clarify and document the ratings assigned to a student’s dispositions. For any rating of "Below Standard", faculty members must provide detailed feedback in the space provided and these should be shared with the student. In cases of significant concern, faculty members may request a meeting involving the Director of Field Experiences and/or the Department Chairperson.

Specify the sub-element(s) that the candidate's actions contradict: (ex. 7. Overreacts to sensitive issues and lacks self-regulation.)
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Detail the specific actions of the candidate that conflicted with the sub-element(s) identified above.
Recommend a specific action for the candidate to take to align with the identified sub-element(s).

Student Signature _____

Date _____

Appendix C: Student Disposition Self-Assessment



SAINT VINCENT COLLEGE
Education Department
Student Dispositions Self-Assessment

Name of Student _____
Certification Area _____

Teacher dispositions are the values, attitudes, and behaviors that shape interactions with students, colleagues, and the school community. Qualities like empathy, integrity, and a commitment to lifelong learning are essential for creating positive, equitable learning environments. These traits influence how future educators address challenges, build relationships, and meet diverse learner needs, making them a vital focus in teacher preparation programs. Use the following guide to self-assess the dispositions in each category. Candidates will use this tool to self-assess their dispositions.

0-Below Standard: Shows little to no evidence of understanding or commitment to the disposition.

1-Approaching Standard: Demonstrates some understanding and commitment to the disposition.

2-Meets Standard: Clearly demonstrates strong understanding and commitment to the disposition.

Dispositions

1. Effective Professional Oral Communication (Danielson 2a, 4c; PA Code of Professional Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Frequently makes major errors in language, grammar, or word choice. <input type="checkbox"/> Fails to vary communication, leading to low student engagement, as demonstrated by a monotone delivery and minimal student engagement. <input type="checkbox"/> Shows minimal effort to engage respectfully, causing occasional disruptions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates basic communication skills with some noticeable errors. <input type="checkbox"/> Attempts to vary communication but struggles to sustain student engagement. <input type="checkbox"/> Engages respectfully but needs support to foster a welcoming environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses appropriate language, grammar, and word choice. <input type="checkbox"/> Effectively adjusts communication style to engage and motivate students. <input type="checkbox"/> Engages respectfully and fosters a collaborative environment.

2. Effective Written Communication (Danielson 2a, 4c; PA Code of Professional Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Uses harsh or negative tones, prompting negative responses. <input type="checkbox"/> Written communication is unclear, unprofessional, and disorganized, with frequent grammar or spelling errors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully but with occasional negative undertones, leading to unproductive responses. <input type="checkbox"/> Shows improvement in clarity and professionalism, with fewer errors, but organization still needs refinement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively, fostering constructive responses. <input type="checkbox"/> Demonstrates clear, concise, professional writing with proper grammar, spelling, and organization.

3. Professionalism (Danielson: 4f; PA Code of Professional Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to respond to communications or submit assignments on time. <input type="checkbox"/> Lacks punctuality or consistent attendance. <input type="checkbox"/> Violates major ethical boundaries or shares inappropriate personal issues. <input type="checkbox"/> Does not actively participate in group tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Delays communication responses or submits assignments late. <input type="checkbox"/> Inconsistent with punctuality or attendance. <input type="checkbox"/> Crosses minor ethical boundaries or occasionally shares inappropriate personal issues. <input type="checkbox"/> Minimally contributes to group tasks or 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds promptly to communications and submits assignments on time. <input type="checkbox"/> Consistently punctual and present. <input type="checkbox"/> Maintains professional ethical standards and boundaries. <input type="checkbox"/> Actively participates in group tasks to achieve

	<ul style="list-style-type: none"> <input type="checkbox"/> Inflexible and unwilling to accept majority consensus. 	<ul style="list-style-type: none"> monopolizes conversations. <input type="checkbox"/> Shows some flexibility but is inconsistent. 	<ul style="list-style-type: none"> productive outcomes. <input type="checkbox"/> Demonstrates flexibility by accepting consensus and providing thoughtful responses.
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4. Positive and Enthusiastic Attitude	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Frequently complains and rarely offers solutions to problems. <input type="checkbox"/> Resists change and reacts negatively to new ideas or activities. <input type="checkbox"/> Shows little positive affect, lacking expression or enthusiasm. 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions but only with prompting. <input type="checkbox"/> Tries new ideas tentatively but lacks confidence in execution. <input type="checkbox"/> Misses opportunities to show positive affect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Proactively seeks solutions without prompting or complaints. <input type="checkbox"/> Embraces and implements new ideas or activities. <input type="checkbox"/> Displays positive affect through verbal and non-verbal cues.

5. Preparedness in Teaching and Learning (Danielson: 1e, 3e, 4a)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects feedback and does not implement suggestions. <input type="checkbox"/> Misunderstands teaching effectiveness, showing limited ability to improve. <input type="checkbox"/> Arrives unprepared and without necessary materials. <input type="checkbox"/> Fails to adjust lessons when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partially follows through on feedback but shows resistance. <input type="checkbox"/> Requires support to reflect and take corrective action. <input type="checkbox"/> Comes with some plans and materials but lacks full preparation. <input type="checkbox"/> Recognizes issues in lessons but struggles to adapt effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts and implements feedback to improve performance. <input type="checkbox"/> Reflects and adjusts teaching practices based on experience. <input type="checkbox"/> Arrives fully prepared with all necessary materials. <input type="checkbox"/> Effectively adapts lessons mid-progress when needed.

6. Value for Cultural and Academic Diversity (Danielson: 1b, 2a, 2b; PA Core of Prof. Conduct)	Below Standard 0	Approaching Standard 1	Meets Standard 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not equitably embrace diversity. <input type="checkbox"/> Fails to address negative student behaviors, creating an unsafe classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows superficial efforts to embrace diversity. <input type="checkbox"/> Strives to create a safe classroom but struggles to consistently address negativity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fully embraces diversity through inclusive activities and behaviors. <input type="checkbox"/> Ensures a safe classroom by addressing and correcting negative behaviors.

	Below Standard 0	Approaching Standard 1	Meets Standard 2
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<p>7. Social and Emotional Intelligence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Overreacts to sensitive issues and lacks self-regulation. <input type="checkbox"/> Gives up easily, showing little perseverance or resilience. <input type="checkbox"/> Lacks compassion and sensitivity to others' feelings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows some ability to self-regulate after initial overreaction. <input type="checkbox"/> Demonstrates perseverance and resilience most of the time. <input type="checkbox"/> Often sensitive to others' feelings but not consistently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Stays calm and self-regulated when addressing sensitive issues. <input type="checkbox"/> Consistently demonstrates perseverance and resilience. <input type="checkbox"/> Shows empathy and sensitivity to others through compassionate actions.
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Student Signature _____ Date _____

Appendix D: Teacher Candidacy Rubric



SAINT VINCENT COLLEGE

**Education Department
Teacher Candidacy Rubric**

To qualify for teacher candidacy, students must meet all of the criteria below.

CRITERIA	Meets	Does Not Meet	NOTES
3.0 GPA or a GPA between 2.8 & 2.99 with appropriate SAT or ACT scores or has taken PAPA or Core with qualifying scores			
A minimum of 48 credit hours completed or to be completed by end of current semester			
A minimum B- in ED205			
Act 126 – Child Abuse Recognition & Reporting Act on file			
Act 34 – Criminal History Record on file and within date range			
Act 151 – Child Abuse History Clearance on file and within date range			
Act 114 – FBI Fingerprint Clearance on file			
Act 24 – Arrest /Conviction Report and Certification Form on file			
TB Screening on file			
Signed FERPA Disclosure Form			
Student Disposition Self-Assessment is included in application packet			
Disposition assessment #1 with a minimum rating of 30			
Disposition assessment #2 with a minimum rating of 30			

Any criteria that are rated “below standard” will require a Disposition Growth Plan.

- Candidate has met the requirement for full candidacy and can be formally admitted into the teacher preparation program.
- Candidate has not met the requirement for candidacy. A plan will be put in place.

Director of Field Experiences

Date

Department Chairperson

Date

Appendix E: Disposition Growth Plan



SAINT VINCENT COLLEGE

Education Department
Disposition Growth Plan Form

Date: _____

Candidate Name: _____

Candidate Program/Cert Area: _____

Effective teacher candidates should begin our programs with foundational dispositions and continue to refine and develop these qualities through the experiences offered throughout our program. The purpose of the Growth Plan is to support the candidate in cultivating the specific professional disposition identified by the Disposition Assessment rubric.

Area of Concern: (List specific area of concern in detail referencing the associated disposition(s).)	Growth Plan Goals: (Describe specific growth plan for candidate to meet expectations.)
Outcomes of growth plan: (Provide a description of evidence that shows candidate met the requirements of the growth plan or did not meet the requirements.)	
Mid-point Evaluation Due Date:	
Progress at Mid-point	
Growth Plan Completion Due Date:	
Progress at Completion	

By signing this form, both the Program Representative(s) and candidate agree to the identified requirements in the growth plan. Once signed, a copy will be provided to the candidate, and one copy will be kept in the candidate's file in the Education Office.

Candidate Signature: _____ Date: _____

Director of Field Experiences signature: _____ Date: _____

At the time of the Growth Plan completion date, select your recommendation from the list below. Sign and date and place a copy in the student's file in the Education Department.

- Growth plan successfully met.
 - Shows some growth, a second plan is initiated.
 - Counseled out of program.
 - Other, specify: _____
-

Candidate Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Director of Field Experiences Signature: _____ Date: _____

Chairperson Signature: _____ Date: _____

Appendix F: PDE Code of Professional Practice and Conduct for Educators

Pennsylvania's Code of Professional Practice and Conduct for Educators
"Code of Conduct"

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute

teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employes, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or

fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

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