California University of Pennsylvania
Teacher Candidate Professional Disposition Index
Level Two- Admission to Teacher Education

For the Teacher Candidate to Complete (please print)

Teacher Candidate: ____________________________________________________________
CUP email (if available): ________________________________________________________
Phone Number: ________________________________________________________________

Program(s) to which the candidate is applying for admission:
   ___ Elementary/ Early Childhood   ___ Special Education
   ___ Technology Education      ___Secondary Education
Concentration: _______________________

Level of Study:
   _____ Undergraduate   _____ Post-Baccalaureate (certification only)   _____ Graduate certification

Education Advisor: ______________________________________________________________

Semester in which you are applying for admission to teacher education: ______________________

Evaluator name: (print) ___________________________________________________________
Evaluator category: _____ Faculty  _____ Community member

I sincerely request that this evaluator rate me as accurately as possible to help identify my strengths and areas for growth.

Signed ____________________________________            Date _____________

Information for Evaluators:

This information is used in several ways:
  • To help provide information to the teacher candidate regarding their strengths and areas where further growth is needed and to track their development.
  • As one factor in determining the candidate’s suitability for admission to teacher education.
  • To provide data for a larger database regarding the strengths and weaknesses of all students in our program so that we can determine trends and areas where support is needed.
What happens if a teacher candidate is rated unsatisfactory in an area?

Students who receive one unsatisfactory rating will not be denied admission to teacher education. Admission to Teacher Education will be delayed if a student has multiple unsatisfactory ratings while a student completes a corrective action plan demonstrating improvement.

Are my rating and comments confidential?

Information from this rating will be shared appropriately with the student so they can understand how they are perceived as a future professional and make appropriate adjustments. We will respect the teacher candidate’s privacy rights and not share individual student information with others.

Steps for Evaluators

- Consider the teacher candidate carefully and rate them on each area using the rating scale below.
- Please be as honest as possible. A rating of “satisfactory” is acceptable at this point in a teacher candidate’s development. A rating of “exemplary” or “superior” should be reserved for candidates who truly deserve that rating.
- Please provide comments when rating a student as exemplary or unsatisfactory so we can share specific information with them about behaviors that are reflecting well on them or creating an unfavorable impression. Students who are rated unsatisfactory in any area will receive individual advising with a corrective action plan where appropriate. Specific examples of problematic behaviors and attitudes will help to provide them with effective guidance.
- Use the envelope provided to submit this evaluation. If an envelope was not provided, the appropriate address is:

  California University of Pennsylvania  
  College of Education and Human Services (Box 3)  
  Attn: Heidi Dolobach  
  250 University Avenue  
  California, PA 15419-1394

Evaluator’s Signature: ________________________________

Date: ____________________

Rating Scale Guidelines

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consistently and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thoroughly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indicators of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extensively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indicators of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adequately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indicators of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rarely or never</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inappropriately or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>superficially</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indicators of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Integrity

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Models behavior expected of both teachers and learners in an educational setting
- Communicates without intent to deceive
- Makes decisions and acts with honesty
- Gives credit to others when using their work
- Interacts without regard to personal differences relating to race, ethnicity, age, gender, ability/disability, and social economic status, etc.

II. Civility

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Interpersonal interactions
  - Considers opinions of others with an open mind
  - Demonstrates a warm, friendly, and caring manner to others
  - Demonstrates concern for others
  - Takes care of property of others
  - Interacts appropriately in relation to cultural norms
- Maintaining empathic relationships
  - Listens attentively to others in a variety of contexts
  - Interacts in a polite and respectful manner
  - Uses appropriate language
- Respects diversity
  - Displays equitable treatment of others
  - Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
  - Appreciates and embraces individual differences
  - Demonstrates positive attitudes toward diverse cultures and learners

III. Responsibility

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Health and safety
  - Gives priority to health and safety concerns of self and others
  - Protects personal health to avoid absences
  - Follows appropriate health and safety procedures in the schools
- Problem solving/decision making
  - Accepts consequences for personal actions or decisions
  - Uses sound judgment in decision making
  - Takes action to solve problems
  - Seeks clarification and/or assistance as needed
  - Prioritizes work based upon established goals
- Class preparation
  - Submits assignments on time or follows procedures for extensions
  - Completes assigned tasks from group activities within an acceptable time frame
  - Seeks/locates needed resources
  - Ensures accuracy of information for which he/she is responsible
  - Takes initiative to get materials and notes when absent from meetings or classes
  - Prepares for classes, meetings, and group work
- Time management
  - Manages time effectively
  - Returns borrowed materials in a timely manner
  - Arrives for class on time
  - Attends class regularly

Continues on page 4
### IV. Professionalism/ Maturity

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- **Conflict resolution**
  - Uses appropriate strategies to respond to emotional and emergency situations
  - Identifies personal responsibility in conflict/problem situations
  - Accepts less than ideal situations when necessary
  - Responds to situations professionally
  - Responds appropriately to actions and reactions of others
- **Emotional Maturity**
  - Maintains emotional control
  - Adapts to unexpected or new situations
  - Acts from a positive frame of reference
  - Responds constructively to professional feedback from supervisors and others, making changes to address legitimate concerns
- **Communication**
  - Uses appropriate tone of voice
  - Initiates communication to resolve conflict
  - Uses self-disclosure appropriately
  - Uses appropriate non-verbal expressions
  - Is honest and trustworthy in communications and interactions with others
  - Maintains confidentiality
- **Personal appearance**
  - Demonstrates good personal hygiene
  - Dresses appropriately for the situation
  - Has professional appearance

### V. Professional Development and Life Long Learning

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- **Plans for personal professional development**
  - Develops creative ideas about education concepts
  - Articulates and modifies a plan for personal professional development
- **Pursues personal professional development**
  - Participates in opportunities to improve instructional practices and teaching activities
  - Seeks opportunities to learn new skills
  - Reflects on the instructional process
  - Exhibits curiosity about new and seemingly old concepts
  - Makes connections to previous readings/experiences/courses
  - Attends professional conferences
- **Provides professional development activities for others**
  - Conducts workshops for colleagues
  - Shares expertise with colleagues
  - Models flexibility regarding educational content, process, and tasks
  - Solicits evaluative feedback and from workshop participants

**Comments:**

---

PDL.2 9/2009 4