

Professional Behaviors and Dispositions Assessment (PBDA)

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
<p>1. <u>Collaboration</u></p> <p>The teacher or teacher candidate collaborates with others.</p> <p>CAEP 1.1; InTASC Cross-Cutting Themes 1(k), 3(k), 3(l), 3(nm), 5(u), 5(v), 6(m), 7(l), 8(s), 9(l), 10(k), 10(l)</p>	<p>Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others OR is confrontational, argumentative, or unwilling to cooperate with others in collaborative settings</p>	<p>Acknowledges verbally or in writing the need for or the importance of collaboration but does not engage in productive, collaborative work</p>	<p>Collaborates with others AND makes positive contributions toward productive, collaborative work</p>	<p>Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work</p>		
<p>2. <u>Attitude</u></p> <p>The teacher or teacher candidate demonstrates a positive attitude.</p> <p>CAEP 1.1; InTASC 9</p> <p>Note: This criterion is measurable only by observation of the candidate's behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.</p>	<p>Demonstrates a negative attitude</p> <p><i>Example: Gossips or complains excessively or engages in other negative discourse</i></p>	<p>Demonstrates a positive attitude under typical, circumstances, but response to challenging situations is often unpredictable</p> <p><i>Example: Requires guidance to seek positive solutions for challenging situations</i></p>	<p>Demonstrates a positive attitude in typical AND challenging situations</p> <p><i>Example: Focuses on positive outcomes when faced with challenging situations; avoids complaining; is pleasant to others; faces challenges or problems with a demeanor of hope or optimism; exhibits flexibility and openness while working with colleagues</i></p>	<p>Demonstrates a positive attitude in typical and challenging situations AND is proactive in promoting positive attitudes among others,</p> <p><i>Example: Views constructive criticism as an opportunity for growth; recognizes the strengths in others rather than their deficits</i></p>		

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<p>3. <u>Relationship with Adults</u></p> <p>The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).</p> <p>CAEP 1.1; InTASC 3, 10</p> <p>Note: This criterion is measurable only by observation of the candidate's behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.</p>	<p>Acts toward others in ways that are disrespectful or inappropriate</p> <p><i>Example: Often OR egregiously demonstrates a lack of respect for others; communicates inappropriately; behaves in ways that are disrespectful to others' feelings, perspectives, and/or cultures</i></p>	<p>Generally maintains positive relationships with adults, with few lapses</p> <p><i>Example: Generally respectful of others; communicates appropriately; considers others' feelings, perspectives, and cultures</i></p>	<p>Maintains positive relationships with adults at all times</p> <p><i>Example: Always respectful and kind toward others; communicates appropriately; considers others' feelings, perspectives, and cultures</i></p>	<p>Maintains positive relationships with adults at all times AND is proactive in creating and promoting an environment that is mutually respectful</p> <p><i>Example: Encourages others to develop and maintain positive relationships amongst themselves</i></p>		

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<p>4. <u>Communication</u></p> <p>The teacher or teacher candidate communicates effectively.</p> <p>CAEP 1.1; InTASC Cross-Cutting Themes 3(o), 3(n), 6(o), 8(u), 10 (a, d-g, k, m, n, q, r)</p>	<p>Acknowledges verbally or in writing a reluctance or unwillingness to use effective and appropriate communications with others (e.g., students, parents or guardians, district and school personnel) OR lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment</p> <p><i>Example: Uses negative or closed body language; speaks harshly; ignores others</i></p>	<p>Acknowledges verbally or in writing the importance of effective communication (e.g., with students, parents or guardians, district and school personnel) BUT sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment</p>	<p>Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment</p>	<p>Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment; AND communicates with individuals outside the school environment to promote awareness of education-related issues</p> <p><i>Example: Speaks at a local service organization; writes a letter to their congress-person; presents a workshop or seminar at a professional conference; creates and distributes a newsletter for parents</i></p>		
<p>5. <u>Attendance</u></p> <p>The teacher or teacher candidate adheres to policies regarding attendance and punctuality.</p> <p>CAEP 1.1; InTASC 9</p>	<p>Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality.</p>	<p>Works toward becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies</p>	<p>Knows and adheres to university, school, and/or district policies regarding attendance and punctuality</p>	<p>Knows and adheres to university, school, and/or district policies regarding attendance and punctuality AND attends school related events that are not required, such as extracurricular school activities, parent organization meetings, community events related to the school</p>		

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<p>6. <u>Relationship with Students</u></p> <p>The teacher or teacher candidate interacts appropriately and positively with others.</p> <p>CAEP 1.1; InTASC 3, 10</p>	<p>Interacts inappropriately or negatively toward students OR provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group</p> <p><i>Example: Shows bias and/or favoritism toward students; engages in inappropriate physical or social interactions with students</i></p>	<p>Interacts appropriately and positively with students BUT provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group</p> <p><i>Example: Plans/teaches lessons that are age-inappropriate or which portray certain cultures in stereotypical ways</i></p>	<p>Interacts appropriately and positively with students AND provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group</p>	<p>Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group AND is <i>proactive</i> in promoting respect for and understanding of students' needs and interests</p>		
<p>7. <u>Initiative</u></p> <p>The teacher or teacher candidate demonstrates evidence of initiative.</p> <p>CAEP 1.1; InTASC 10</p>	<p>Avoids opportunities to initiate and/or complete responsibilities</p> <p><i>Example: Blames others rather than taking personal responsibility; provides excuses, such as lack of understanding or support</i></p>	<p>Completes assigned responsibilities when prompted</p> <p><i>Example: Reflects on experience and suggests possibilities for approaching new situations and challenges</i></p>	<p>Initiates and completes responsibilities without prompting</p> <p><i>Example: Is proactive in asking questions and seeking guidance for areas of uncertainty; draws on knowledge and experience to respond to new situations and challenges; anticipates and plans for the unexpected</i></p>	<p>Initiates and completes responsibilities without prompting AND seeks opportunities to take on new responsibilities and challenges</p>		

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<p>8. <u>Professional Appearance</u></p> <p>The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.</p> <p>CAEP 1.1; InTASC 9</p>	<p>Does not meet minimum expectations for personal hygiene OR violates university, school, and/or district policies for professional appearance</p>	<p>Is clean and neat BUT occasionally fails to adhere to university, school, and/or district policies for professional appearance</p>	<p>Is clean and neat AND adheres to university, school, and/or district policies for professional appearance</p>	<p>Is clean and neat AND consistently exceeds university, school, and/or district minimum standards for professional appearance</p> <p><i>Example: A male teacher wears a long-sleeve shirt and tie on most days, even though it is not required by school policy.</i></p>		
<p>9. <u>Legal and Ethical Conduct</u></p> <p>The teacher or teacher candidate adheres to legal and ethical standards for behavior.</p> <p>CAEP 1.1; InTASC 9</p>	<p>Does not adhere to university, school, and/or district policies; OR deliberately fails to uphold the State Code of Ethics</p> <p><i>Example: Falsifies information on student records</i></p>	<p>Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior AND asks questions or pursues information to increase understanding of the State Code of Ethics</p> <p><i>Example: Seeks guidance on the equitable treatment of others and protecting students from conditions that interfere with learning or are harmful to their health and safety</i></p>	<p>Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior AND upholds the State Code of Ethics for Educators</p> <p><i>Example: Exhibits equitable treatment of others and exerts reasonable effort to protect students from conditions that interfere with learning or are harmful to their health and safety</i></p>	<p>Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators AND advocates for equitable treatment of others AND develops preventative methods to protect students and/or teachers from conditions that interfere with learning or are harmful to their health and safety</p> <p><i>Example: Develops a workshop for students or others in which s/he explicitly teaches the State Code of Ethics for Educators</i></p>		

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10. <u>Diversity</u> The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences. CAEP 1.1; InTASC 2	Does not listen and respond appropriately to others' opinions AND/OR demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions AND seeks guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions AND exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies AND advocates for fair and equitable treatment for all		
11. <u>Learning Environment</u> The teacher or teacher candidate demonstrates a commitment to creating a positive, low-risk learning environment. CAEP 1.1; InTASC 3	Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows disruptive behavior to interfere with learning	Demonstrates progress toward creating a positive, low-risk learning environment AND provides students with choices, makes relevant connections, builds understanding, and develops relationships that create a sense of belonging between and among learners	Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners AND is proactive in disseminating information with others about how to create a positive learning environment		
12. <u>Time Management</u> The teacher or teacher candidate uses time effectively. CAEP 1.1; InTASC 7	Demonstrates no evidence of a reliable system for planning and scheduling <i>Example: Waits until the last minute to prepare; does not use a reliable system for planning and scheduling</i>	Demonstrates progress toward development of a reliable system for planning and scheduling <i>Example: Sometimes waits until the last minute to prepare; does not use a reliable system for planning and scheduling</i>	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization <i>Example: Prepares in advance for events and uses a reliable system for planning and scheduling</i>	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization AND supports others in helping them to learn time management skills		
13. <u>Commitment to Student Learning</u>	Demonstrates little or no evidence of commitment to student learning	Demonstrates commitment to student learning by identifying student strengths	Demonstrates commitment to student learning by	Demonstrates commitment to student learning by evaluating student strengths		

Georgia Educators' Task Force Professional Behaviors and Dispositions Assessment (PBDA) – Spring 2017

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<p>The teacher or teacher candidate demonstrates a commitment to students' learning.</p> <p>CAEP 1.1, 1.3; InTASC 1, 2, 7</p>	<p><i>Example: Lesson plans are poorly constructed and/or inadequately aligned with learning objectives</i></p>	<p>OR needs based on evaluations, assessments</p>	<p>evaluating student strengths AND needs</p> <p><i>Example: Plans instruction and assessments that are clearly aligned with learning objectives; takes time to know every student and their learning need; differentiates instruction and assessments based on identified strengths and areas for improvement</i></p>	<p>and needs AND advocates for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology</p>		
<p>14. <u>Commitment to Continuous Improvement</u></p> <p>The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator.</p> <p>CAEP 1.1; InTASC 10</p>	<p>Demonstrates little or no evidence of commitment to continuous improvement as a professional educator</p> <p><i>Example: Restricts efforts to meet minimum requirements with no evidence of ongoing professional development</i></p>	<p>Demonstrates evidence of a developing commitment to continuous improvement as an educator through use of information and feedback related to professional practice</p> <p><i>Example: Demonstrates a willingness to analyze and apply data to guide instruction in the classroom; accepts and attempts to apply feedback and/or constructive criticism; attends recommended workshops, conferences, and job-related meetings</i></p>	<p>Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice</p> <p><i>Example: Analyzes and applies data to guide instruction in the classroom; seeks feedback; accepts constructive criticism; attends recommended workshops, conferences, and job-related meetings</i></p>	<p>Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, and research related to professional practice to guide instruction in the classroom AND engages in professional learning opportunities, seeks feedback from others, holds membership in professional organizations</p>		