Architects of Change

- *Educators as Architects of Change* exemplifies our dedication to careful, reflective and purposeful improvement of schools through the preparation of professional educators.

- The Architects of Change metaphor demonstrates our belief that effective educators require a discrete set of skills, including the ability to advocate for students, to become mentors and leaders within schools, and to reflect on the meaning of the social practices they find in schools.

- Our faculty reaffirms its utility, distilling our commitment to the principles of reasoned, artful and purposeful improvement of schooling.
Our Mission

- The John H. Lounsbury College of Education innovatively and collaboratively develops and empowers educational professionals, P-12 communities, and the Georgia College community to promote diversity, equity, advocacy, and excellence in learning, teaching, service, and scholarship.
Assessments are an important aspect of teacher preparation programs.

- Georgia College utilizes four unit assessments across all of our teacher preparation programs.

- Those assessments are:
  - 1. GACE assessments
  - 2. edTPA- Which will be replaced with a different instrument FY 2020-2021
  - 3. PBDA
  - 4. CAPS

“Be the Best at Getting Better Together”
• This PowerPoint will outline the rationale and procedures for two of Georgia College’s Assessments, the PBDA and the CAPS instruments.
What is the PBDA?

- PBDA (Professional Behaviors & Dispositions Assessment)
- The PBDA is designed to measure teacher candidates’ professional behaviors AND dispositions in the field.
- The PBDA assessment is administered THREE times within the teacher preparation program (beginning, middle and end).
- The PBDA contains 14 behaviors and dispositions.
Please watch this video overview of the PBDA. Disregard the reference to the practice session.

• https://www.youtube.com/watch?v=DqMPcc_MtDE&feature=emb_logo
# Professional Behaviors and Dispositions Assessment (PBDA)

<table>
<thead>
<tr>
<th>Outcome Statement</th>
<th>Does Not Meet Expectations</th>
<th>Developing (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Not Observed</th>
<th>Evidence That Supports Assessor Rating</th>
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<tbody>
<tr>
<td><strong>1. Collaboration</strong>&lt;br&gt;The teacher or teacher candidate collaborates with others.&lt;br&gt;CAP1.1: InTASC Cross-Cutting Themes: 2(b), 3(b), 3(m), 4(d), 5(e), 6(j), 7(h), 8(i), 9(b), 10(j)</td>
<td></td>
<td>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.</td>
<td>Collaborates with others AND makes positive contributions toward productive, collaborative work.</td>
<td>Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work.</td>
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<td><strong>2. Integrity</strong>&lt;br&gt;The teacher or teacher candidate demonstrates a positive attitude.&lt;br&gt;CAP1.1: InTASC 9&lt;br&gt;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.</td>
<td>Example: Gossips or complains excessively or engages in other negative discourse.</td>
<td>Demonstrate a positive attitude; acts appropriately in typical, challenging situations.</td>
<td>Demonstrates a positive attitude in typical AND challenging situations.</td>
<td></td>
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<tr>
<td><strong>3. Professionalism</strong>&lt;br&gt;The teacher or teacher candidate exhibits professional behavior.&lt;br&gt;CAP1.1: InTASC 9&lt;br&gt;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.</td>
<td>Example: Displays a cooperative attitude when facing challenges.</td>
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*Extroversion and openness while working with colleagues.*
Behaviors are easier to observe and measure...

**Attendance**

**Punctuality**

*This Photo by Unknown Author is licensed under [CC BY-ND]*
Dispositions, however, are more difficult to measure....

The greater part of our happiness depends on our dispositions and not on our circumstances.

~Martha Washington

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What are dispositions?

Defining “dispositions”
Anticipation Guide

NCATE’s definition of *dispositions*, which appeared in the glossary of the 2001 Standards for Professional Schools, was as follows:

Dispositions: “The values, commitments, and professional ethics that influence practices and behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.

*Continued next slide.*
Dispositions are guided by knowledge bases and beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.
How is the PBDA administered?

• If a teacher candidate is taking a course that includes the PBDA assessment, the professor/instructor will inform the candidate at the beginning of the semester.

• During the semester, the partner teacher (or building supervisor MAT) will receive an email from LiveText to complete the PBDA assessment before the end of the semester.

• Sometimes the LiveText email goes into the partner teacher's spam folder.

• The actual PBDA assessment is contained in the Field Experience Module of LiveText.

• Teacher Candidates will also complete the PBDA.

• The GC Faculty supervisor (Course Instructor) will complete a PBDA in consultation with the teacher candidate and partner teacher (or MAT building supervisor).
Why are professional behaviors and dispositions important to measure?

- Best practices and research supports the importance of teaching dispositions and behaviors that are expected of professional educators in the field.
PBDA Scoring

- It is normal for teacher candidates to score in the “Does not Meet Expectations” or “Developing” early in their preparation programs.

- By the end of the teacher candidate’s program, it is expected that most teacher candidates will score at the “Developing” or “Meets Expectations” levels.
It is RARE.....

• That teacher candidates will score in the “Exceeds Expectations.”

• Individuals who score at the exceeds level should display expert level behaviors/dispositions

This Photo by Unknown Author is licensed under CC BY
• Early in a teacher candidate’s program it is acceptable to rate some areas as “Not Observed.”

• Note- There should never be more than 5 areas that are not observed.
Georgia Candidate Keys Effectiveness System
Candidate Assessment on Performance Standards (CAPS)

Performance Standard 1: Professional Knowledge

The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Indicators at the Level III Level

1.1 Addresses appropriate curriculum standards and integrates key content elements.
1.2 Facilitates students’ use of higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Performance Rubrics

<table>
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<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
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<tbody>
<tr>
<td>The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Level IV continually seek ways to serve as role models or teacher candidate leaders.)</td>
<td>The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</td>
<td>The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.</td>
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What is CAPS?

- Candidate Assessment on Performance Standards (CAPS) is a formative assessment that the EPP uses to evaluate candidate performance in the areas of professional knowledge, pedagogical content knowledge and professional responsibility.
The Performance Standards contained in CAPS are closely aligned to the Teacher Keys assessment, an instrument used to evaluate teachers in the course of their professional practice in the state of Georgia, and to the InTASC Standards.
Please watch this video overview about the CAPS Assessment. Disregard any reference to completing a practice session.

• https://www.youtube.com/watch?time_continue=39&v=7U5L05su9dl&feature=emb_logo
When is CAPS administered?

- The CAPS assessment is administered THREE times within the teacher preparation program (beginning, middle and end).

- If a teacher candidate is taking a course that includes the CAPS assessment, the professor/instructor will inform the candidate at the beginning of the semester.
What does CAPS measure?

- Candidate Assessment on Performance Standards measure candidates on:
  - 1. Professional Knowledge,
  - 2. Instructional Planning,
  - 3. Instructional Strategies,
  - 4. Differentiated Instruction,
  - 5. Assessment Strategies,
  - 6. Assessment Uses,
  - 7. Positive Learning Environment,
  - 8. Academically Challenging Learning Environment,
  - 9. Professionalism, and
  - 10. Communication.
What evidence is considered with CAPS?

- CAPS, like the TAPS, is an instrument designed to rate teacher performance over time while considering a totality of the evidence (i.e. the observer may use data outside the classroom observation like communication logs, lesson plans, etc. to rate a teacher candidate’s performance).
How are CAPS data collected?

• The University Supervisor/Course Instructor will consult with Partner Teachers (or MAT Building Supervisors) and the Teacher Candidate to determine a final CAPS assessment.

• University Supervisors may vary in collaboration processes with partner teachers and teacher candidates.
CAPS Ratings

- The University Supervisor/Course Instructor will determine the final CAPS rating in LiveText.

- MAT Candidates: The University Supervisor will use your TAPS rating (where applicable) to help inform the CAPS rating.
The University Supervisor or Course Instructor enters CAPS assessment data into LiveText.

- A teacher candidate is expected to obtain, maintain or make progress towards a “meets expectations” (Level III) rating on each performance standard.

- All observers should begin with the “Level III” expectation in mind.

- While Level III is the expectation, teacher candidates must attain at least a Level II on each standard by program completion.

- If a teacher candidate goes above and beyond, then the teacher candidate would receive a Level IV rating (Level IV ratings can be rare).

- Each CAPS standard is assessed, and comments are posted. DO NOT select N/A on LiveText for any standard.
Georgia College uses PBDA and CAPS data for quality assurance and continuous improvement purposes?
THANK YOU!

If you have questions please contact:
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Or Dr. Mike Newton at larry.newton@gcsu.edu