Professional Behaviors and Dispositions Assessment (PBDA)

| **Outcome Statement**  ***Professional Behaviors***  ***and Dispositions*** | **Does Not Meet Expectations**  **(0)** | **Developing**  **(1)** | **Meets Expectations**  **(2)** | **Exceeds Expectations**  **(3)** | **Not Observed** | **Evidence That Supports Assessor Rating** |
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| 1. Collaboration  The teacher or teacher candidate collaborates with others.  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) | 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 | Acknowledges verbally or in writing the need for or the importance of collaboration **but does not** engage in productive, collaborative work | Collaborateswith others **AND** makes positive contributions toward productive, collaborative work | Actively seeks opportunitiesto collaborate with others **AND** makes positive contributions to collaborative work |  |  |
| 1. Attitude   The teacher or teacher candidate demonstrates a positive attitude.  CAEP 1.1; InTASC 9  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. | Demonstrates a negative attitude  *Example: Gossips or complains excessively or engages in other negative discourse* | Demonstratesa positive attitude under typical, circumstances, but response to challenging situations is often unpredictable  *Example: Requires guidance to seek positive solutions for challenging situations* | Demonstratesa positive attitude in typical **AND** challenging situations  *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* | Demonstrates a positive attitude in typical and challenging situations **AND** is proactive in promoting positive attitudes among others,  *Example: Views constructive criticism as an opportunity for growth; recognizes the strengths in others rather than their deficits* |  |  |
| 1. Relationship with Adults   The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).  CAEP 1.1; InTASC 3, 10  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. | Acts toward othersin ways that are disrespectful or inappropriate  *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* | Generally maintainspositive relationships with adults, with few lapses  *Example: Generally respectful of others; communicates appropriately; considers others’ feelings, perspectives, and cultures* | Maintains positive relationships with adults at all times  *Example: Always respectful and kind toward others; communicates appropriately; considers others’ feelings, perspectives, and cultures* | Maintains positive relationships with adults at all times **AND** is proactive in creating and promoting an environment that is mutually respectful  E*xample: Encourages others to develop and maintain positive relationships amongst themselves* |  |  |
| 1. Communication   The teacher or teacher candidate communicates effectively.  CAEP 1.1; InTASC Cross-Cutting Themes 3(o), 3(n), 6(o), 8(u), 10 (a, d-g, k, m, n q, r) | 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  *Example: Uses negative or closed body language; speaks harshly; ignores others* | 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 | 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 | 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  *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* |  |  |
| 1. Attendance   The teacher or teacher candidate adheres to policies regarding attendance and punctuality.  CAEP 1.1; InTASC 9 | Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality. | Works toward becoming knowledgeable ofuniversity, school, and/or district policies regarding attendance and punctuality **AND** attempts to comply with policies | Knows and adheresto university, school, and/or district policies regarding attendance and punctuality | Knows and adheresto university, school, and/or district policies regarding attendance and punctuality **AND** attendsschool related events that are not required, such as extracurricular school activities, parent organization meetings, community events related to the school |  |  |
| 1. Relationship with Students   The teacher or teacher candidate interacts appropriately and positively with others.  CAEP 1.1; InTASC 3, 10 | 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  *Example: Shows bias and/or favoritism toward students; engages in inappropriate physical or social interactions with students* | 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  *Example: Plans/teaches lessons that are age-inappropriate or which portray certain cultures in stereotypical ways* | 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 | 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 *proactive* in promoting respect for and understanding of students’ needs and interests |  |  |
| 1. Initiative   The teacher or teacher candidate demonstrates evidence of initiative.  CAEP 1.1; InTASC 10 | Avoids opportunities to initiate and/or complete responsibilities  *Example: Blames others rather than taking personal responsibility; provides excuses, such as lack of understanding or support* | Completes assigned responsibilities when prompted  *Example: Reflects on experience and suggests possibilities for approaching new situations and challenges* | Initiatesandcompletesresponsibilities without prompting  *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* | Initiates and completesresponsibilities without prompting **AND** seeks opportunities to take on new responsibilities and challenges |  |  |
| 1. Professional Appearance   The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.  CAEP 1.1; InTASC 9 | Does not meetminimum expectations for personal hygiene **OR** violates university, school, and/or district policies for professional appearance | Isclean and neat **BUT** occasionally fails to adhere to university, school, and/or district policies for professional appearance | Isclean and neat **AND** adheres to university, school, and/or district policies for professional appearance | Isclean and neat **AND** consistently exceeds university, school, and/or district minimum standards for professional appearance  *Example: A male teacher wears a long-sleeve shirt and tie on most days, even though it is not required by school policy.* |  |  |
| 1. Legal and Ethical Conduct   The teacher or teacher candidate adheres to legal and ethical standards for behavior.  CAEP 1.1; InTASC 9 | Does not adhere to university, school, and/or district policies; **OR** deliberately fails to uphold the State Code of Ethics  *Example: Falsifies information on student records* | 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  *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* | Knowledgeable of and adheres touniversity, school, and/or district policies related to legal and ethical standards of behavior **AND** upholds the State Code of Ethics for Educators  *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* | Knowledgeable of and adheres touniversity, 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  *Example: Develops a workshop for students or others in which s/he explicitly teaches the State Code of Ethics for Educators* |  |  |
| 1. Diversity   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. Learning Environment  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** providesstudents 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 | Demonstratesa 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 |  |  |
| 1. Time Management   The teacher or teacher candidate uses time effectively.  CAEP 1.1; InTASC 7 | Demonstrates no evidence of a reliable system for planning and scheduling  *Example: Waits until the last minute to prepare; does not use a reliable system for planning and scheduling* | Demonstrates progress toward development of a reliable system for planning and scheduling  *Example: Sometimes waits until the last minute to prepare; does not use a reliable system for planning and scheduling* | Demonstrateseffective use of time through thoughtful planning, thorough preparation, and efficient organization  *Example: Prepares in advance for events and uses a reliable system for planning and scheduling* | Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization **AND** supports others in helping them to learn time management skills |  |  |
| 1. 13. Commitment 2. to Student Learning   The teacher or teacher candidate demonstrates a commitment to students’ learning.  CAEP 1.1, 1.3; InTASC 1, 2, 7 | Demonstrates little or no evidence of commitment to student learning  *Example: Lesson plans are poorly constructed and/or inadequately aligned with learning objectives* | Demonstrates commitment to student learning by identifying student strengths **OR** needs based on evaluations, assessments | Demonstrates commitment to student learning by evaluating student strengths **AND** needs  *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* | Demonstratescommitment to student learning by evaluating student strengths and needs **AND advocates** for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology |  |  |
| 1. Commitment to Continuous Improvement   The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator.  CAEP 1.1; InTASC 10 | Demonstrates little or no evidence of commitment to continuous improvement as a professional educator  *Example: Restricts efforts to meet minimum requirements with no evidence of ongoing professional development* | Demonstratesevidence of a developing commitment to continuous improvement as an educator through use of information and feedback related to professional practice  *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* | Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice  *Example: Analyzes and applies data to guide instruction in the classroom; seeks feedback; accepts constructive criticism; attends recommended workshops, conferences, and job-related meetings* | 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 |  |  |