# Georgia Intern Keys Effectiveness System
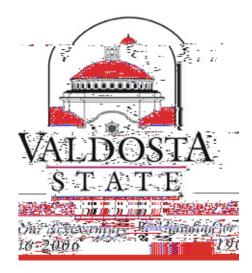
# Candidate Assessment On Performance Standards (CAPS)

# Professional Behaviors and Dispositions Assessment

# User Guide

Revised August 2018

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# Professional Behaviors and Dispositions Assessment

# User Guide

Georgia Intern Keys Effective Sy

Walkthrough:

The COEHS minimum requirements (level II) are mandatory for all initial teacher candidates prepared at Valdosta State University; however, individual programs may choose to set higher minimum requirements for successful completion of clinical practice, and these program requirements must be included in the course syllabus for student teaching/internship for those individual programs.

It is the expectation that candidates will strive to achieve a level III rating across all standards; therefore, the possible evidence provided includes behaviors expected of teacher candidates performing at level III. When determining the rating for a standard, consider the overall frequency and degree of effectiveness observed.

## Ratings and Descriptors

| Rating | Descriptors |
|---|---|
| Level I | Rarely demonstrated and/or demonstrated inadequately |
| Level II | Inconsistently demonstrated and/or demonstrated with limited success |
| Level III | Consistently demonstrated and/or demonstrated adequately |
| Level IV | Continually demonstrated and/or demonstrated with success. This level is not intended for formative assessments of teacher candidate and may only be used in the summative assessment with proper documentation of the teacher candidate's consistent performance at this level. |

## What possible evidence could I observe and record for each performance standard?

| 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

| Level IV | Level III | Level II | Level I |
|---|---|---|---|
| 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.) | The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice. | The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. |

Examples of Evidence/Artifacts to demonstrate performance on this standard:

| Performance Standard 2: Instructional Planning |
|---|
| *The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.* |

<u>Performance Indicators at the Level III Level</u>
2.1 Analyzes and uses student learning data to inform planning

Performance Standard 3: Instructional Strategies

*The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.*

Performance Indicators at the Level III Level

3.1 Engages students in active learning and maintains interest.

3.2 Builds upon students' existing knowledge and skills.

3.3 Reinforces learning goals consistently throughout the lesson.

3.4 Uses a variety of research-based instructional strategies and resources.

3.5 Effectively uses appropriate instructional technology to enhance student learning.

3.6 Communicates and presents material clearly, and checks for understanding.

3.7 Develops higher-order thinking through questioning and problem-solving activities.

3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Performance Rubrics

| Level IV | Level III | Level II | Level I |
|---|---|---|---|
| The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. | The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills. | The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills. | The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills. |

Examples of Evidence/Artifacts to demonstrate performance on this standard:

- Provides opportunities for students to create, present, research, and problem-solve.
- Incorporates teaching strategies consistent with research-based best practices.
- Provides opportunities for guided practice with relevant student feedback.
- Uses technology, as relevant to the lesson.
- Checks students for understanding.
- Uses higher order questioning.
- Engages students in authentic learning by providing real-life connections.
- Employ a variety of techniques and instructional strategies to enhance student motivation and decrease discipline problems.

- Think through likely misconceptions that may occur during instruction and monitor students for these misconceptions.
- Give clear examples and offer guided practice. Uses wait time during questioning.
- Stress meaningful conceptualizations. Connect the learning process and outcomes to authentic contexts
- Lesson Plans
- Observation of lesson – feedback from supervisor
- Unit plans with supporting documents assessments, handouts, rubrics, etc.
- Student work samples

| Performance Standard 4: Differentiated Instruction |
| --- |
| *The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.* |

Performance Indicators at the Level III Level

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.

4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.

4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.

4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Performance Rubrics

| Level IV | Level III | Level II | Level I |
| --- | --- | --- | --- |
| The teacher candidate continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. | The teacher candidate | | |

| Performance Standard 5: Assessment Strategies |
|---|

*The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.*

Performance Indicators at the Level III Level

5.1 Aligns student assessment with the established curriculum and benchmarks.

5.2 Involves students in setting learning goals and monitoring their own progress.

5.3 Varies and modifies assessments to determine individual student needs and progress.

5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.

5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.

5.6 Uses assessment techniques that are appropriate for the developmental level of students.

5.7 Collaborates with others to develop common assessments, when appropriate.

Performance Rubrics

| Level IV | Level III | Level II | Level I |
|---|---|---|---|
| The teacher candidate continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. | The teacher candidate systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | The teacher candidate inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population. | The teacher candidate chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population. |

Examples of Evidence/Artifacts to demonstrate performance on this standard:

- Includes numerous appropriate formal and informal assessments for diagnostic, formative, and/or summative purposes.
- Provides opportunities for students to self- assess learning.
- Includes assessments appropriate for students' modifications and/or accommodations.
- Uses a variety of diagnostic strategies
- (e.g., writing prompts, KWLs, anticipation
- guides, etc.) at the beginning of lessons or units to determine specific student needs.
- Align assessment to the intended learning objectives.
- Clearly explains homework.

- Design tasks to determine what students can do with the knowledge and skills learned.
- Encourage students to self-assessment of their own thinking, reasoning, processes, and products.
- Lesson plans
- Unit plans with all supporting documents
- Formative and summative assessments with rubrics
- Student work samples
- Assessment reflection/commentary
- Summary description of grading procedures
- Observe students informally in the classroom to assess their ongoing learning

| Performance Standard 6: Assessment Uses |
|---|
| *The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.* |

Performance Indicators at the Level III Level

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learn

| Performance Standard 7: Positive Learning Environment |
|---|

*The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

<u>Performance Indicators at the Level III Level</u>

7.1 Responds to disruptions in a timely, appropriate manner.

7.2 Establishes clear expectations for classroom rules, routines, procedures and enforces them consistently and appropriate by.

7.3 Models caring, fairness, respect, and enthusiasm for learning.

7.4 Promotes a climate of trust and teamwork within the classroom.

7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.

| Performance Standard 8: Academically Challenging Environment |
|---|
| *The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.* |

Performance Indicators at the Level III Level
8.1 Maximizes instructional time.
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
8.4 Provides transitions that minimize loss of instructional time.
8.5 Communicates high, but reasonable, expectations for student learning.
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
8.7 Encourages students to explore new ideas and take academic risks.

Performance Rubrics

| Level IV | Level III | Level II | Level I |
|---|---|---|---|
| The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. | The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners. | The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners. |

Examples of Evidence/Artifacts to demonstrate performance on this standard:

- Maximizes instructional time.
- Engages students consistently throughout the lesson.
- Communicates lesson objectives and/or learning outcomes.
- Incorporates higher order questioning to promote critical thinking.
- Provides students with constructive and specific feedback.
- Sets high expectations for student learning through student responsibility and accountability.
- Provides remediation for students, as needed.
- Extends learning opportunities for all students.
- Models how to correct and learn from mistakes.
- Orient the classroom experience toward improvement and growth.
- Link learning to students' real-life experiences.

- Lesson plans
- Observation with feedback from supervisor and/or mentor teacher
- Student feedback/survey data
- Self-analysis of a videotaped lesson
- Reflections by the candidate

| Performance Standard 9: Professionalism |
|---|
| *The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession* |

Teacher Candidate Name: _____ School: _____

Grade/Subject: _____ Date: _____ Department: _____

Assessment Type (Circle):

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.

Rating: _____Level IV _____Level III _____Level II _____Level I

Specific Comments:

Performance Standard 2: Instructional Planning: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.

Rating: _____Level IV _____Level III _____Level II _____Level I

Specific Comments:

Performance Standard 3: Instructional Strategies The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Rating: _____Level IV _____Level III _____Level II _____Level I

Specific Comments:

Performance Standard 4: Differentiated Instruction: The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Rating: _____Level IV _____Level III _____Level II _____Level I

Specific Comments:

Performance Standard 5: Assessment Strategies The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

| Rating: | _____Level IV | _____Level III | _____Level II | _____Level I |
|---|---|---|---|---|

Specific Comments:




Performance Standard 6: Assessment Uses The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders.

| Rating: | _____Level IV | _____Level III | _____Level II | _____Level I |
|---|---|---|---|---|

Specific Comments:




Performance Standard 7: Positive Learning Environment: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

| Rating: | _____Level IV | _____Level III | _____Level II | _____Level I |
|---|---|---|---|---|

Specific Comments:




Performance Standard 8: Academically Challenging Environment: The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

| Rating: | _____Level IV | _____Level III | _____Level II | _____Level I |
|---|---|---|---|---|

Specific Comments:

# Professional Behaviors and Dispositions Assessment (PBDA) Guidelines

The PBDA was developed by a task force of Georgia educators. The assessment is based on the contributions of dozens of education experts who spent hundreds of hours in its development, and therefore, the task force cautions against changing any of the content of the rubric when using it to assess candidates. Within teacher preparation programs, the PBDA is intended to be embedded in a longitudinal, comprehensive, and systematic plan for supporting preservice teachers.

Program completers should pass the assessment with a minimum score of "Meets Expectations" on each of the 14 indicators. The target total by the end of the summative assessment is 28 points for 14 items (X 2 points = 28).

## Notes on Scoring the PBDA

The PBDA contains 14 criteria, in the form of Outcome Statements, that have been carefully selected by the task force. The score for each item is designated as follows:

| | |
|---|---|
| Does Not Meet Expectations | 0 points |
| Developing | 1 points |
| Meets Expectations | 2 points |
| Exceeds Expectations | 3 points |

Indicators are included for each outcome statement to describe the level of performance expected at each scoring level. Assessors should read each of the indicators carefully, being careful to avoid the tendency to always rate good students at the highest level. A criterion should only be scored as "Exceeds Expectations" when the candidate demonstrates behaviors or dispositions that identify them as significantly advanced beyond the expectations for their first year of teaching. In most cases, this level

Important note: If an assessor marks more than 5 items as "Not Observed," it should be assumed that the assessor has insufficient knowledge of the candidate and should not be used to complete the assessment.

Note: Dispositions must be scored by the following observers during the following transition points:

| Transition Point | | Observation Type/Observer |
|---|---|---|
| XXXX 2999 Course: Entry to the Profession | First semester in program or just prior to beginning program | Teacher Candidate Self-Assessment |
| Final Field Experience | Near end of final field experience prior to clinical practice/student teaching | University Supervisor |
| Mid Formative | Mid-point of clinical practice/student teaching | University Supervisor<br>Mentor Teacher<br>Teacher Candidate Self-Assessment |
| Summative | Near end of clinical practice/student teaching | Collaborative with University Supervisor, Mentor Teacher, and Teacher Candidate |

Additional dispositions ratings may be used at the programs discretion. This same form will be utilized for all dispositions ratings.

# Professional Behaviors and Dispositions Assessment (PBDA)

| Outcome Statement *Professional Behaviors and Dispositions* | Exceeds Expectations (3) | Meets Expectations (2) | Developing (1) | Does Not Meet Expectations (0) | Not Observed | Evidence That Supports Assessor Rating |
|---|---|---|---|---|---|---|
| 1. Collaboration<br><br>The teacher or teacher candidate collaborates with others.<br><br>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) | Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work | Collaborates with others AND makes positive contributions toward productive, collaborative work | Acknowledges verbally or in writing the need for or the importance of collaboration but does not engage in productive, collaborative work | 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 | | |
| 2. Attitude<br><br>The teacher or teacher candidate demonstrates a positive attitude.<br><br>CAEP 1.1; InTASC 9<br><br>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 positive attitude in typical and challenging situations AND is proactive in promoting positive attitudes among others,<br><br>*Example: Views constructive criticism as an opportunity for growth; recognizes the strengths in others rather than their deficits* | Demonstrates a positive attitude in typical AND challenging situations<br><br>*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 o(t)-ds* | | | | |

| Outcome Statement *Professional Behaviors and Dispositions* | Exceeds Expectations (3) | Meets Expectations (2) | Developing (1) | Does Not Meet Expectations (0) | Not Observed | Evidence That Supports Assessor Rating |
|---|---|---|---|---|---|---|
| 3. Relationship with Adults<br><br>The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).<br><br>CAEP 1.1; InTASC 3, 10<br><br>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. | Maintains positive relationships with adults at all times AND is proactive in creating and promoting an environment that is mutually respectful<br><br>E*xample: Encourages others to develop and maintain positive relationships amongst themselves* | Maintains positive relationships with adults at all times<br><br>*Example: Always respectful and kind toward others; communicates appropriately; considers others' feelings, perspectives, and cultures* | Generally maintains positive relationships with adults, with few lapses<br><br>*Example: Generally respectful of others; communicates appropriately; considers others' feelings, perspectives, and cultures* | Acts toward others in ways that are disrespectful or inappropriate<br><br>*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* | | |
| 4. Communication<br><br>The teacher or teacher candidate communicates effectively.<br><br>CAEP 1.1; InTASC Cross-Cutting Themes 3(o), 3(n), 6(o), 8(u), 10 (a, d-g, k, m, n q, r) | 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 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 | 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 | 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 | | |

| Outcome Statement *Professional Behaviors and Dispositions* | Exceeds Expectations (3) | Meets Expectations (2) | Developing (1) | Does Not Meet Expectations (0) | Not Observed | Evidence That Supports Assessor Rating |
|---|---|---|---|---|---|---|
| | communicates with individuals outside the school environment to promote awareness of education-related issues<br><br>*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* | | | communication techniques that foster positive interactions and promote learning in the classroom and school environment<br><br>*Example: Uses negative or closed body language; speaks harshly; ignores others* | | |
| 5. Attendance<br><br>The teacher or teacher candidate adheres to policies regarding attendance and punctuality.<br><br>CAEP 1.1; InTASC 9 | 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 | Knows and adheres to university, school, and/or district policies regarding attendance and punctuality | Works toward becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies | Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality. | | |
| 6. Relationship with Students<br><br>The teacher or teacher candidate interacts appropriately and positively with others. | 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 | 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 BUT provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group | Interacts inappropriately or negatively toward students OR provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, | | |

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| Outcome Statement *Professional Behaviors and Dispositions* | Exceeds Expectations (3) | Meets Expectations (2) | Developing (1) | Does Not Meet Expectations (0) | Not Observed | Evidence That Supports Assessor Rating |
|---|---|---|---|---|---|---|
| CAEP 1.1; InTASC 9 | | | | | | |

9. <u>Legal and Ethical Conduct</u>

The teacher or teacher candidate adheres to legal and ethical standards for

| Outcome Statement *Professional Behaviors and Dispositions* | Exceeds Expectations (3) | Meets Expectations (2) | Developing (1) | Does Not Meet Expectations (0) | Not Observed | Evidence That Supports Assessor Rating |
|---|---|---|---|---|---|---|

Valdosta State University Dewar College of Education & Human Services
Professional Behaviors and Dispositions Assessment (PBDA) Rating Sheet

Teacher Candidate: _____ School: _____

Grade/Subject: _____ Date:_____ Department: _____

Assessment Type (Circle):   Final Field Experience    Mid-Formative    Summative    Other

Observer's Name_____ Teacher Candidate  Mentor    Supervisor

| 4. Communication: The teacher or teacher candidate communicates effectively. |
|---|
| Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ____ Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed |
| Evidence That Supports Assessor Rating: |

| 5. Attendance: The teacher or teacher candidate adheres to policies regarding attendance and punctuality. |
|---|
| Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ____ Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed |
| Evidence That Supports Assessor Rating: |

| 6. Relationship with Students: The teacher or teacher candidate interacts appropriately and positively with others. |
|---|
| Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ____ Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed |
| Evidence That Supports Assessor Rating: |

8. Professional Appearance: The teacher or teacher candidate acts to good hygiene and follows university, school, and/or district policies for professional appearance.

Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ____ Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed

Evidence That Supports Assessor Rating:




9. Legal and Ethical Conduct: The teacher or teacher candidate adheres to legal and ethical standards for behavior.

Rating: ____ Exceeds Expectations  ____ Meets Expectations  ____ Developing  ____ Does Not Meet Expectations  ____ Not Observed

Evidence That Supports Assessor Rating:




10. Diversity: The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences.

Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ____ Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed

Evidence That Supports Assessor Rating:




11. Learning Environment: The teacher or teacher candidate demonstrates a commitment to creating a positive,

| 12. Time Management: The teacher or teacher candidate uses time effectively. |
|---|

Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ——— Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed

Evidence That Supports Assessor Rating:


| 13. Commitment to Student Learning: The teacher or teacher candidate demonstrates a commitment to students' learning. |
|---|

Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ——— Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed

Evidence That Supports Assessor Rating:


| 14. Commitment to Continuous Improvement: The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator. |
|---|

Rating: ____ Exceeds Expectations (3)  ____ Meets Expectations (2)  ——— Developing (1)  ____ Does Not Meet Expectations (0)  ____ Not Observed

Evidence That Supports Assessor Rating: