



Georgia Intern Keys Effectiveness System

Candidate Assessment On Performance Standards (CAPS)

Professional Behaviors and Dispositions Assessment

User Guide

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Georgia Intern Keys Effectiveness System

Candidate Assessment on Performance Standards

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Adapted from

The GADOE Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards 2015

Georgia Educators' Task Force Professional Behaviors and Dispositions Assessment 2017

Georgia Intern Keys Effective System and Candidate Assessment on Performance Standards (CAPS) Guidelines

What is the purpose of this assessment?

The Intern Keys/Candidate Assessment on Performance Standards (CAPS) is an observation instrument and summative assessment for pre-service teachers adopted by the EPP. The standards align with the Teacher Assessment on Performance Standards (TAPS), which is the observation component of the Georgia Teacher Keys Effectiveness System (TKES) currently being used to evaluate in-service teachers in Georgia's P-12 schools. The purpose of this observation instrument and summative assessment is to provide feedback to teacher candidates on their progress throughout their initial teacher preparation programs and to familiarize them with the standards that will be used to evaluate their effectiveness as in-service teachers in Georgia's P-12 schools. Aggregated results from the formative and summative assessments will also be used by the program faculty for program improvement.

How do I complete this assessment?

Formative Assessment: The descriptions listed on the left side of the page under each standard are the performance indicators from the rubric to be rated. The possible evidence that may be observed for each indicator is listed on the right side of the page. The list of possible evidence provides examples of behaviors you would expect of a teacher candidate performing at the proficient level. Using the performance indicators and evidence, determine which level is appropriate for what you have observed and choose only one rating for each standard. **Level IV is not intended for formative assessments of teacher candidates and may only be used in the summative assessment.** Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page. The formative assessment is designed to be used by candidates as a self-assessment, the P-12 mentor teachers, and the university supervisor.

Summative Assessment: The summative assessment should only be completed during clinical practice (student teacher/internship) and should be based on the teacher candidate's overall performance during clinical practice. Use the preponderance (formative assessments using Intern Keys/CAPS, informal observations, lesson plans, etc.) of evidence to determine the teacher candidate's level of performance at the completion of clinical practice. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page. The summative assessment will be completed by the clinical practice university supervisor in consultation with the teacher candidate and P-12 mentor teacher.

The minimum accepted rating on the summative assessment for successful completion of clinical practice is Level II; however, teacher candidates should aspire to perform at Level III for most standards. Level IV ratings are reserved for those candidates who continually seek to serve as role models for their peers and should be reserved for candidates who have consistently demonstrated success at this level. Proper documentation for Level IV is required. A rating of Level I on one or more standards indicates the candidate will not successfully complete clinical practice.

The COEHS minimum requirements 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.

Walkthrough: A walkthrough is a short observation (10-minute minimum). It provides a snapshot of practice where a limited number of standards are rated; typically, 1-4 standards. The walkthrough is an announced or unannounced observation that is not required or submitted for clinical practice.

Intern Keys/CAPS Instrument Online Training Module

Completing the online training module is a requirement prior to using this assessment for candidates in field experiences and clinical practice. The training module is available on the following website:

<https://www.valdosta.edu/colleges/education/center-for-accreditation-and-curricular-innovation/caps-training-modules/>

Select the performance standards listed on the right to progress through the training module.

Suggestions for Using this Instrument

- Read over the entire instrument prior to beginning an observation.
- The items on the form do not need to be completed in order. Mark the indicators and record evidence as you observe them. Wait until the lesson is over to decide which rating would be most appropriate.
- Provide appropriate comments about something you observed to clarify the rating you assigned.
- Comments should support the teacher candidate and give specific feedback in order to sustain or alter his/her performance.

A Note on Professional Growth

This assessment provides an opportunity to evidence growth of candidates as they progress throughout their program. Therefore, regardless of the point of progression in any given program, candidates must be evaluated under the same level of expectation.

How do I decide which rating applied to what I am observing?

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating.

During a **formative** observation a rating of Level II indicates the desired outcome. When determining the appropriate rating, begin with Level I. There may be indicators which support a higher or a lower rating. A level IV rating may not be used in a formative observation.

***Note-Standard 9: Professionalism is rated post-observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate an opportunity to demonstrate reflective practice through conversation with the evaluator.*

When determining the appropriate rating for the **summative** assessment, consider the preponderance of evidence and totality of work from the entire semester. Begin with Level I and determine if evidence supports moving to a higher level.

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 candidates 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:

- Uses students' prior knowledge and interests to guide instruction.
- Connects the assigned content to other content areas.
- Makes the content relevant to the students.
- Selects and uses appropriate materials and resources.
- Plans instruction that demonstrates strong knowledge of the students' developmental needs or backgrounds.
- Encourages students to use their knowledge and everyday experiences during instruction.
- Incorporates developmentally-appropriate content.
- Reflects an understanding of students' backgrounds.
- Demonstrates knowledge of content and corrects teacher/student errors.
- Understands the scope and sequence of learning goals and objectives.
- Lesson Plans

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.

Performance Indicators at the Level III Level

- 2.1 Analyzes and uses student learning data to inform planning
- 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- 2.3 Plans instruction effectively for content mastery, pacing, and transitions.
- 2.4 Plans for instruction to meet the needs of all students.
- 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Performance Rubrics

Level IV	Level III	Level II	Level I
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

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

- Analyzes and uses student learning data to inform planning.
- Develops plans that are clear, logical, and sequential.
- Aligns lesson objectives and assessments to state and local standards.
- Considers pacing and transitions in planning.
- Plans for instruction to meet the needs of all students.
- Integrates other content areas when appropriate.
- Use materials from a wide variety of resources for lesson planning.
- Determine available technology resources and integrate technology into instruction when it is value-added.
- Lesson Plans
- Observation of lesson – feedback from supervisor
- Unit plans with supporting documents – assessments, handouts, rubrics, etc.

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 consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

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

- Facilitates learning through differentiation of content, process, and/or product.
- Provides instructional opportunities that consider modifications and accommodations.
- Uses assessment data to inform instruction and provide instructional opportunities that vary in degree of difficulty and/or student interest.
- Plan a learner-centered environment that allows for student choice, flexibility, and independence.
- Plan advanced learning for gifted learners.
- Plan remediated learning for struggling students.
- Create and understand students as individuals in terms of ability, achievement, learning styles, and needs.
- Monitor and pace instruction based on the individual needs of students.
- Allow students to work alone or in small groups when appropriate.
- Lesson Plans
- Unit plans with all supporting documents
- Observation of lesson; feedback from supervisor
- Student work samples
- Data notebooks and/or candidate’s notes on observation of students
- Evidence of collaboration with co-teachers (i.e. special ed teachers, IEP/504, ESOL, gifted, EIP, etc.)
- Formative and summative assessments with rubrics

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 learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Performance Rubrics

Level IV	Level III	Level II	Level I
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidate rated as Level IV continually seeks ways to serve as role models or teacher candidate leaders.)	The teacher candidate systematically and consistently 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.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

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

- Uses appropriate questions to assess content knowledge.
- Uses data to plan and implement flexible grouping.
- Uses data to identify knowledge and skill gaps and adjust instruction.
- Makes adjustments, as needed, for individuals, small groups, and/or whole groups.
- Remediate the progress of students who did not achieve mastery.
- Provide opportunities for students to reflect on their performance themselves and ask questions.
- Use assessment data to self-assess instructional effectiveness and identify areas of strengths and weaknesses.
- Assess, comment on, and discuss work in class.
- Interpret data of assessments accurately and make inferences about student progress and challenges.
- Lesson plans
- Examples of pre- & post-assessments with analysis
- Evidence of how assessment results were used for next steps
- Student work samples with feedback from candidate
- Evidence of decisions made based on assessment data – differentiated grouping, differentiated assessment, remediation, etc.
- Evidence of how assessment data are communicated to parents – progress reports, report cards, student/parent conferences, etc.

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.

Performance Indicators at the Level III Level

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 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.
- 7.6 Actively listens and pays attention to students’ needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Performance Rubrics

Level IV	Level III	Level II	Level I
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

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

- Maintains a safe and orderly environment.
- Materials readily accessible.
- Evidences respectful communication.
- Uses Response to Intervention (RTI) to adjust teaching and/or behavioral management strategies.
- Engages all students in the learning.
- Promotes a climate of trust and teamwork for all learners.
- Responds with cultural awareness and empathy.
- Technology used to enhance instruction and/or the learning environment.
- Values what students say.
- Use of consistent and proactive discipline.
- Use space, proximity, or movement around to encourage students and anticipate potential problem.
- Is aware of all activities in the room.
- Reinforce and reiterate expectations for positive behavior.
- Give students responsibility.
- Procedural checklist
- Observation notes made by the candidate
- Feedback from supervisor and/or mentor teacher
- Student feedback/survey data
- Parent feedback/survey data
- Classroom map
- Reflections by the candidate

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

Performance Indicators at the Level III Level

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement
- 9.8 Maintains appropriate interactions with students, parents, faculty, and staff.
- 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

Performance Rubrics

Level IV	Level III	Level II	Level I
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The teacher candidate consistently 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.	The teacher candidate inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.

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

- Meets all deadlines.
- Follows the Georgia Code of Ethics for Educators.
- Maintains professional dress.
- Maintains accurate time sheet.
- Maintains positive interactions with all relevant stakeholders.
- Reflects on teaching and establishes goals to improve practice.
- Participates in school-sponsored extra- curricular activities.
- Participates in all required professional development activities.
- Participates in collaborative student learning meetings (e.g., RTI, IEP, 504, etc.).
- Know areas of personal strength and weaknesses.
- Engage in reflection concerning your own teaching practices.
- Demonstrate professional demeanor and positive interaction with others.
- Feedback from supervisor and/or mentor teacher on meeting professional expectations – on time, meeting dress code, attendance
- Evidence of membership in professional organization(s)
- Evidence of participation in professional learning opportunities (workshops, conferences, etc.)
- Dispositions evaluation (completed by supervisor and mentor teacher)
- Self-assessment/reflection of professionalism
- Attendance log

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance Indicators at the Level III Level

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.
- 10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Performance Rubrics

Level IV	Level III	Level II	Level I
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning.	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

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

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Uses verbal and/or non-verbal communication to promote learning. • Uses precise language, correct vocabulary/grammar, and appropriate forms of oral and written communication. • Communicates in a logical and developmentally appropriate manner for the P-12 learners. • Provides clear instructions. • Communicates effectively with all relevant stakeholders. • Newsletters | <ul style="list-style-type: none"> • Encourage and open, warm, communicative climate in classroom that invites students’ comments, questions, and responses. • Exhibit active listening. • Explain rules, expectations, and concepts in a logical, sequential, and age-appropriate manner. • Parent contact logs • Share instructional goals, expectations, and student progress in a timely and constructive manner. • Sample email communication with parents • Parent letters | <ul style="list-style-type: none"> • Personal blog sites or websites used to communicate with students and parents • Feedback from supervisor and mentor teacher • Evidence of effective use of social media to communicate with students and parents • Evidence of communication with colleagues (other professionals in the school/district) which demonstrates collaboration to meet student needs • Observation feedback on lesson delivery from supervisor and/or mentor teacher |
|---|---|--|

Candidate Assessment on Performance Standards (CAPS) Reference Sheet Performance Standards and Sample Performance Indicators

<p>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.</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards and integrates key content elements. • Facilitates students’ use of higher-level thinking skills in instruction. • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. • Demonstrates accurate, deep, and current knowledge of subject matter. • Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research. • Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. • Displays an understanding of the intellectual, social, emotional, and physical development of the age group.
<p>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.</p> <ul style="list-style-type: none"> • Analyzes and uses student learning data to inform planning. • Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). • Plans instruction effectively for content mastery, pacing, and transitions. • Plans for instruction to meet the needs of all students. • Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. • Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.
<p>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.</p> <ul style="list-style-type: none"> • Engages students in active learning and maintains interest. • Builds upon students’ existing knowledge and skills. • Reinforces learning goals consistently throughout the lesson. • Uses a variety of research-based instructional strategies and resources. • Effectively uses appropriate instructional technology to enhance student learning. • Communicates and presents material clearly, and checks for understanding. • Develops higher-order thinking through questioning and problem-solving activities. • Engages students in authentic learning by providing real-life examples and interdisciplinary connections.
<p>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.</p> <ul style="list-style-type: none"> • Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. • Provides remediation, enrichment, and acceleration to further student understanding of material. • Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals. • Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students. • Develops critical and creative thinking by providing activities at the appropriate level of challenge for students. • Demonstrates high learning expectations for all students commensurate with their developmental levels.
<p>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.</p> <ul style="list-style-type: none"> • Aligns student assessment with the established curriculum and benchmarks. • Involves students in setting learning goals and monitoring their own progress. • Varies and modifies assessments to determine individual student needs and progress. • Uses formal and informal assessments for diagnostic, formative, and summative purposes. • Uses grading practices that report final mastery in relationship to content goals and objectives. • Uses assessment techniques that are appropriate for the developmental level of students. • Collaborates with others to develop common assessments, when appropriate.
<p>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.</p> <ul style="list-style-type: none"> • Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.

<ul style="list-style-type: none"> Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction. Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions. Shares accurate results of student progress with students and relevant stakeholders. Provides constructive and frequent feedback to students on their progress toward their learning goals. Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.
<p>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.</p> <ul style="list-style-type: none"> Responds to disruptions in a timely, appropriate manner. Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. Models caring, fairness, respect, and enthusiasm for learning. Promotes a climate of trust and teamwork within the classroom. Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability. Actively listens and pays attention to students' needs and responses. Creates a warm, attractive, inviting, and supportive classroom environment. Arranges the classroom materials and resources to facilitate group and individual activities.
<p>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.</p> <ul style="list-style-type: none"> Maximizes instructional time. Conveys the message that mistakes should be embraced as a valuable part of learning. Encourages productivity by providing students with appropriately challenging and relevant material and assignments. Provides transitions that minimize loss of instructional time. Communicates high, but reasonable, expectations for student learning. Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. Encourages students to explore new ideas and take academic risks.
<p>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.</p> <ul style="list-style-type: none"> Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance). Respects and maintains confidentiality. Evaluates and identifies areas of personal strengths and areas for growth by engaging in reflective practice. Participates in ongoing professional growth activities based on identified areas for growth and incorporates learning into classroom activities. Demonstrates flexibility in adapting to school change. Engages in activities outside the classroom intended for school and student enhancement.
<p>10. Communication: The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and relevant stakeholders in ways that enhance student learning.</p> <ul style="list-style-type: none"> Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment. Engages in ongoing communication and shares instructional goals, expectations, and student progress with all relevant stakeholders in a timely and constructive manner. Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning. Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication. Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. Adheres to school and district policies regarding communication of student information. Creates a climate of accessibility for all relevant stakeholders by demonstrating a collaborative and approachable style. Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of relevant stakeholders. Uses modes of communication that are appropriate for a given situation.

The content of this booklet was adapted from the GaDoE Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014 and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards available at: http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf.



Valdosta State University Dewar College of Education & Human Services Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet

Teacher Candidate Name: _____ School: _____

Grade/Subject: _____ Date: _____ Department: _____

Assessment Type (Circle): Early Field Experience Final Field Experience Initial Formative
Mid-Formative Final Formative Summative Walk-through

Observer's Name _____ Teacher Candidate Mentor Supervisor

Instructions

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating. Follow the directions in the *Intern Keys/Candidate Assessment on Performance Standards (CAPS) User Guide* for completing the assessment.

****Standard 9: Professionalism is rated post observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate an opportunity to demonstrate reflective practice through conversation with the evaluator.*

Assessment Types

Formative Assessment: The formative assessment is used for a formal observation of an implemented lesson in its entirety; all standards are evaluated. Level 4 is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Summative Assessment: The summative assessment is the culminating evidence that includes walkthroughs, formative assessments, and additional documentation collected during the clinical practice of a program. The summative assessment should be based on the teacher candidate's overall performance during clinical practice. Use the preponderance of evidence (formative assessments using Intern Keys/CAPS, informal observations, lesson plans, etc.) to determine the teacher candidate's level of performance at the completion of clinical practice. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Walkthrough: A walk-through is a 10-minute minimum observation. It provides a snapshot of practice where a limited number of standards (typically 1-4) are rated. The walkthrough is an announced or unannounced observation that is not required or submitted for clinical practice.

<p>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.</p>
<p>Rating: _____Level IV _____Level III _____Level II _____Level I</p>
<p>Specific Comments:</p>
<p>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.</p>
<p>Rating: _____Level IV _____Level III _____Level II _____Level I</p>
<p>Specific Comments:</p>
<p>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.</p>
<p>Rating: _____Level IV _____Level III _____Level II _____Level I</p>
<p>Specific Comments:</p>
<p>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.</p>
<p>Rating: _____Level IV _____Level III _____Level II _____Level I</p>
<p>Specific Comments:</p>

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:				

Performance Standard 9: Professionalism: The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

Rating: _____ Level IV _____ Level III _____ Level II _____ Level I

Specific Comments:

Performance Standard 10: Communication: The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

Rating: _____ Level IV _____ Level III _____ Level II _____ Level I

Specific Comments:

Overall Comments:

Observer's Signature/Date

Candidate's Signature/Date

This assessment was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014 and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards available at: http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf.

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 (14 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 indicates a candidate who is proactive in helping or encouraging others toward success or who demonstrates exceptional initiative in the teaching environment. Students who are in the early stages of their programs are not expected to score “Meets Expectations” on all criteria. It is expected that students will develop their professional behaviors and dispositions throughout the program.

Assessors should enter evidence in the column “Evidence that Supports Assessor Rating” for each criterion. This evidence will help others to understand the assessor’s rationale for the rating.

In some cases, it is not possible for the assessor to score an item because they have not observed the teacher candidate’s behaviors or dispositions related to that item. The score for that item should not be entered as a zero, which would have a detrimental effect on the overall score. Therefore, when calculating a score on the rubric, the assessor should first note the number of items that can be scored. That is, if two criteria have been marked as “Not Observed,” the total number of scorable items will be 12. The table below is based on an expectation that the candidate will score, on average, at the level of “Meets Expectations” (2 points) on all criteria. Therefore, the target total will be the number of scorable items times 2. The total points earned, divided by the target score, should equal to 1.0 or higher for the final score. It is possible for a candidate to score higher if s/he scores at the level of “Exceeds Expectations,” on some items and therefore, the final score may exceed 1.0.

Steps for Determining the Final Score:

- a. Select the number of scorable items (14 minus the number of “Not Observed” items).
- b. Enter the total number of points the candidate earned.
- c. Check to see the target total for the appropriate scorable items.
- d. Calculate the final score: $(b \div c)$

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 Mentor Teacher 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.

Adapted and Used by Permission:

[Georgia Educators’ Task Force Professional Behaviors and Dispositions Assessment \(PBDA\) – Spring 2017](#)

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Professional Behaviors and Dispositions Assessment (PBDA)

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Exceeds Expectations (3)	Meets Expectations (2)	Developing (1)	Does Not Meet Expectations (0)	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>Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work</p>	<p>Collaborates with others AND makes positive contributions toward productive, collaborative work</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>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>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 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>	<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 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 negative attitude</p> <p><i>Example: Gossips or complains excessively or engages in other negative discourse</i></p>		

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Exceeds Expectations (3)	Meets Expectations (2)	Developing (1)	Does Not Meet Expectations (0)	Not Observed	Evidence That Supports Assessor Rating
<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>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>	<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>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>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>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>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</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>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>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</p>		

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Exceeds Expectations (3)	Meets Expectations (2)	Developing (1)	Does Not Meet Expectations (0)	Not Observed	Evidence That Supports Assessor Rating
	<p>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 congressperson; presents a workshop or seminar at a professional conference; creates and distributes a newsletter for parents</i></p>			<p>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>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>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>	<p>Knows and adheres to 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>Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality.</p>		
<p>6. <u>Relationship with Students</u></p> <p>The teacher or teacher candidate interacts appropriately and positively with others.</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</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 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>Interacts inappropriately or negatively toward students OR provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional,</p>		

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Exceeds Expectations (3)	Meets Expectations (2)	Developing (1)	Does Not Meet Expectations (0)	Not Observed	Evidence That Supports Assessor Rating
CAEP 1.1; InTASC 3, 10	and understanding of students' needs and interests		<i>Example: Plans/teaches lessons that are age-inappropriate or which portray certain cultures in stereotypical ways</i>	and physical needs of the age group <i>Example: Shows bias and/or favoritism toward students; engages in inappropriate physical or social interactions with students</i>		
7. <u>Initiative</u> The teacher or teacher candidate demonstrates evidence of initiative. CAEP 1.1; InTASC 10	Initiates and completes responsibilities without prompting AND seeks opportunities to take on new responsibilities and challenges	Initiates and completes responsibilities without prompting <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>	Completes assigned responsibilities when prompted <i>Example: Reflects on experience and suggests possibilities for approaching new situations and challenges</i>	Avoids opportunities to initiate and/or complete responsibilities <i>Example: Blames others rather than taking personal responsibility; provides excuses, such as lack of understanding or support</i>		
8. <u>Professional Appearance</u> The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.	Is clean and neat AND consistently exceeds university, school, and/or district minimum standards for professional appearance <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>	Is clean and neat AND adheres to university, school, and/or district policies for professional appearance	Is clean and neat BUT occasionally fails to adhere to university, school, and/or district policies for professional appearance	Does not meet minimum expectations for personal hygiene OR violates university, school, and/or district policies for professional appearance		

Outcome Statement <i>Professional Behaviors and Dispositions</i>	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						
<p data-bbox="96 337 331 394">9. <u>Legal and Ethical Conduct</u></p> <p data-bbox="96 418 331 573">The teacher or teacher candidate adheres to legal and ethical standards for behavior.</p> <p data-bbox="96 605 331 662">CAEP 1.1; InTASC 9</p>	<p data-bbox="359 337 642 873">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 data-bbox="359 938 642 1110"><i>Example: Develops a workshop for students or others in which s/he explicitly teaches the State Code of Ethics for Educators</i></p>	<p data-bbox="667 337 982 589">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 data-bbox="667 654 982 865"><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 data-bbox="1012 337 1381 621">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 data-bbox="1012 686 1381 865"><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 data-bbox="1413 337 1644 557">Does not adhere to university, school, and/or district policies; OR deliberately fails to uphold the State Code of Ethics</p> <p data-bbox="1413 621 1644 711"><i>Example: Falsifies information on student records</i></p>		
<p data-bbox="96 1127 237 1159">10. <u>Diversity</u></p> <p data-bbox="96 1175 331 1395">The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences.</p> <p data-bbox="96 1427 331 1484">CAEP 1.1; InTASC 2</p>	<p data-bbox="359 1127 642 1476">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</p>	<p data-bbox="667 1127 982 1378">Listens and responds appropriately to others' opinions AND exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p>	<p data-bbox="1012 1127 1381 1346">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</p>	<p data-bbox="1413 1127 1644 1476">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</p>		

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Exceeds Expectations (3)	Meets Expectations (2)	Developing (1)	Does Not Meet Expectations (0)	Not Observed	Evidence That Supports Assessor Rating
				physical abilities, and personal ideologies		
<p>11. <u>Learning Environment</u></p> <p>The teacher or teacher candidate demonstrates a commitment to creating a positive, low-risk learning environment.</p> <p>CAEP 1.1; InTASC 3</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows disruptive behavior to interfere with learning</p>		
<p>12. <u>Time Management</u></p> <p>The teacher or teacher candidate uses time effectively.</p> <p>CAEP 1.1; InTASC 7</p>	<p>Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization AND supports others in helping them to learn time management skills</p>	<p>Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization</p> <p><i>Example: Prepares in advance for events and uses a reliable system for planning and scheduling</i></p>	<p>Demonstrates progress toward development of a reliable system for planning and scheduling</p> <p><i>Example: Sometimes waits until the last minute to prepare; does not use a reliable system for planning and scheduling</i></p>	<p>Demonstrates no evidence of a reliable system for planning and scheduling</p> <p><i>Example: Waits until the last minute to prepare; does not use a reliable system for planning and scheduling</i></p>		
<p>13. <u>Commitment to Student Learning</u></p>	<p>Demonstrates commitment to student learning by evaluating student strengths and</p>	<p>Demonstrates commitment to student learning by evaluating student strengths AND needs</p>	<p>Demonstrates commitment to student learning by identifying student strengths OR needs</p>	<p>Demonstrates little or no evidence of commitment to student learning</p>		

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Exceeds Expectations (3)	Meets Expectations (2)	Developing (1)	Does Not Meet Expectations (0)	Not Observed	Evidence That Supports Assessor Rating
<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>needs AND advocates for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology</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>based on evaluations, assessments</p>	<p><i>Example: Lesson plans are poorly constructed and/or inadequately aligned with learning objectives</i></p>		
<p><u>14. 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 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>	<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 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 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>		

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

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Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Augusta University, Georgia Gwinnett College, Georgia Southwestern State University, Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Bobbi Ford, Dr. Deirdre Greer, Dr. Beverly Mitchell, Dr. Debbie Stouli



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**

1. Collaboration: The teacher or teacher candidate collaborates with others.
Rating: ___ Exceeds ___ Meets ___ Developing (1) ___ Does Not Meet ___ Not Expectations (3) Expectations (2) Expectations (0) Observed
Evidence That Supports Assessor Rating:
2. Attitude: The teacher or teacher candidate demonstrates a positive attitude. <i>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.</i>
Rating: ___ Exceeds ___ Meets ___ Developing (1) ___ Does Not Meet ___ Not Expectations (3) Expectations (2) Expectations (0) Observed
Evidence That Supports Assessor Rating:
3. Relationship with Adults: The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.). <i>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.</i>
Rating: ___ Exceeds ___ Meets ___ Developing (1) ___ Does Not Meet ___ Not Expectations (3) Expectations (2) Expectations (0) Observed
Evidence That Supports Assessor Rating:

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:

7. Initiative: The teacher or teacher candidate demonstrates evidence of initiative.

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

Evidence That Supports Assessor Rating:

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:

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