



# **Professional Behaviors and Dispositions Assessment**

## **User Guide**

**Adapted from Georgia Educators' Task Force Professional Behaviors and Dispositions Assessment 2017**

**Revised August 2018**

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# 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.

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

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

## 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 <b>AND</b> makes positive contributions to collaborative work</p>	<p>Collaborates with others <b>AND</b> makes positive contributions toward productive, collaborative work</p>	<p>Acknowledges verbally or in writing the need for or the importance of collaboration <b>but does not</b> engage in productive, collaborative work</p>	<p>Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others <b>OR</b> 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 <b>AND</b> 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 <b>AND</b> 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 <b>AND</b> 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 <b>OR</b> 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; <b>AND</b></p>	<p>Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) <b>AND</b> 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) <b>BUT</b> 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) <b>OR</b> 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 <b>AND</b> 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 <b>AND</b> 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 <b>AND</b> is <i>proactive</i> in promoting respect for</p>	<p>Interacts appropriately and positively with students <b>AND</b> 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 <b>BUT</b> 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 <b>OR</b> 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 <b>AND</b> 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 <b>AND</b> 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 <b>AND</b> adheres to university, school, and/or district policies for professional appearance	Is clean and neat <b>BUT</b> occasionally fails to adhere to university, school, and/or district policies for professional appearance	Does not meet minimum expectations for personal hygiene <b>OR</b> 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 <b>AND</b> advocates for equitable treatment of others <b>AND</b> 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="667 337 978 589">Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior <b>AND</b> upholds the State Code of Ethics for Educators</p> <p data-bbox="667 654 978 865"><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="1010 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 <b>AND</b> asks questions or pursues information to increase understanding of the State Code of Ethics</p> <p data-bbox="1010 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="1411 337 1646 557">Does not adhere to university, school, and/or district policies; <b>OR</b> deliberately fails to uphold the State Code of Ethics</p> <p data-bbox="1411 621 1646 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 <b>AND</b> advocates for fair and equitable treatment for all</p>	<p data-bbox="667 1127 978 1378">Listens and responds appropriately to others' opinions <b>AND</b> exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p>	<p data-bbox="1010 1127 1381 1346">Listens and responds appropriately to others' opinions <b>AND</b> seeks guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p>	<p data-bbox="1411 1127 1646 1476">Does not listen and respond appropriately to others' opinions <b>AND/OR</b> 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 <b>proactive</b> 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 <b>AND</b> 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 <b>OR</b> 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 <b>AND</b> 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 <b>AND</b> needs</p>	<p>Demonstrates commitment to student learning by identifying student strengths <b>OR</b> 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 <b>AND advocates</b> 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 <b>AND</b> 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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**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**

<p><b>1. Collaboration:</b> The teacher or teacher candidate collaborates with others.</p>					
Rating:	<input type="checkbox"/> Exceeds Expectations (3)	<input type="checkbox"/> Meets Expectations (2)	<input type="checkbox"/> Developing (1)	<input type="checkbox"/> Does Not Meet Expectations (0)	<input type="checkbox"/> Not Observed
Evidence That Supports Assessor Rating:					
<p><b>2. Attitude:</b> 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></p>					
Rating:	<input type="checkbox"/> Exceeds Expectations (3)	<input type="checkbox"/> Meets Expectations (2)	<input type="checkbox"/> Developing (1)	<input type="checkbox"/> Does Not Meet Expectations (0)	<input type="checkbox"/> Not Observed
Evidence That Supports Assessor Rating:					
<p><b>3. Relationship with Adults:</b> 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></p>					
Rating:	<input type="checkbox"/> Exceeds Expectations (3)	<input type="checkbox"/> Meets Expectations (2)	<input type="checkbox"/> Developing (1)	<input type="checkbox"/> Does Not Meet Expectations (0)	<input type="checkbox"/> Not 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:

<b>8. Professional Appearance:</b> The teacher or teacher candidate adheres 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:					
<b>9. Legal and Ethical Conduct:</b> 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:					
<b>10. Diversity:</b> 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:					
<b>11. Learning Environment:</b> The teacher or teacher candidate demonstrates a commitment to creating a positive, low-risk learning environment.					
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            \_\_\_ Meets                    \_\_\_ Developing (1)    \_\_\_ Does Not Meet    \_\_\_ Not  
               Expectations (3)    Expectations (2)    Expectations (0)            Observed

Evidence That Supports Assessor Rating:

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

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

Evidence That Supports Assessor Rating:

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