Department of Art Education Dispositions Assessment

Document Overview: This document will be initially signed by all freshmen and transfer students upon entering the Art Education Program. As a student in this program, there will be a total of three gates in which this document is used as a tool for you to understand your professional disposition, responsibilities, growth and development.

- **These gates include: Gate One: *Admissions*, when admitted to the program**
- **Gate Two: *Candidacy*, typically takes place at the completion of ARU 210**
- **Gate Three: *Capstone*, completed at the end of ARU 301**

By signing below, I indicate I have received and read the Kutztown University Disposition Policy for educators and understand the following:

- I understand, this document supports my growth and development as a professional in the field of art education.

- I understand, if after guidance and mentorship by faculty members/advisors, a concern persists or if a serious incident occurs (for example, professional behaviors including but not limited to those deemed not acceptable per the disposition document), faculty may request a formal review with the chair.

If a formal review takes place:

- A meeting will be set up with myself, the chair and referring faculty.

- I will be notified in writing at least one day in advance of the meeting's purpose.

- The disposition rubric (attached) will be completed with the chair and referring faculty.

- I will be notified within 7 days if the meeting results in an unsatisfactory rating.

- I will develop in writing professional development plans with the referring faculty and chair.

- I may appeal the evaluation of the disposition rubric or professional development plan with advocates and relevant evidence during the meeting.

Pre-Service Educator Name_____

School Year_____Term_____

Required Signatures:
Faculty Member_____Date_____

Pre-Service Educator_____Date_____

My Professional Growth and Development Plans (use the back)

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Disposition Policy
Kutztown University

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Purpose

The purpose of the Disposition Policy is to promote and assure candidate professionalism aligned to national standards. To that end, this policy defines guidelines for educating candidates about professional disposition in their discipline, evaluation of professional dispositions, and establishment of fair process procedures for review of concerns, and for the creation of professional development plans.

Scope

This Policy applies to all programs and candidates in programs leading to recommendation to PDE for licensure (undergraduate and graduate initial teacher certification, Reading Specialist, Principal, Supervisory, ESL, and Instructional Technology Specialist). It is intended to support candidate professional development and program quality. This document will use the term "candidates" when referring to KU students in licensure programs.

Kutztown Policies: Kutztown University policies such as academic honesty, minimum grade requirements, Title IX, and legal infractions may also relate to professionalism issues, but generally go beyond the scope of this policy and are covered by other university and legal procedures. Policies regarding infractions on a candidate's clearances are described in the Field Course Clearance Policy.

Informing and Educating Candidates about the Professionalism Policy

Each program will designate a course or procedure early in the program where the Disposition Policy will be presented and explained. Candidates will complete a form (possibly electronic) indicating that they have received and read the policy. The policy will also be available on the Kutztown University website. Candidates who do not attend training sessions are responsible for accessing information from the College of Education website. Lack of candidate completion of the form due to failure to attend sessions does not relieve the candidate of responsibility for understanding this policy.

Evaluation Instruments and Their Uses

All candidates will be assessed by faculty using an instrument approved for that program and aligned with national standards for that program. Candidates seeking recommendation to PDE will be evaluated using the Kutztown Disposition rubric (Appendix A) in two courses in their program prior to student teaching. Evaluation of dispositions in courses is used primarily for candidate self-reflection and growth. Disposition evaluation may be used to counsel candidates about career choices. Faculty may also submit disposition evaluations at any point in the program based on specific professional concerns. An unsatisfactory rating will lead to an informal mentoring meeting.

Informal Mentoring Vs. Formal Review

All candidates are developing as professionals and are expected to have specific needs for professional disposition growth. Faculty should help candidates they work with in field experiences and courses succeed and address most needs with informal mentoring and support. Advisors may also address needs for growth through informal mentoring. However, if concerns persist after informal guidance or if there is a serious incident (for example, professional behaviors including, but not limited to those deemed not acceptable per the Dispositions Rubric), faculty may request a formal review to their chair. The chair, in consultation with the referring faculty member or the Field Experience Coordinator, will determine whether a formal review will take place. If the student is part of a graduate program, the chair should also consult with the graduate coordinator of that program.

Disposition Formal Review

1. Formal review is initiated by a department chair after referral from a faculty member or the Field Experience Director in the case of an incident occurring in a field experience. A formal meeting should only occur when informal mentoring has been unsuccessful or a serious incident has occurred.

2. Formal review related to identified concerns will take place in a meeting including the candidate, advocates the candidate requests to include, and relevant faculty selected by the department chair. In cases involving field experience, the person responsible for field placements for that program (typically the Director of Field Experience and Partnership) must be invited to participate.

3. Formal review of professional dispositions may only be completed using the Disposition Rubric.

4. Candidates must be notified in writing at least one day in advance of the purpose of the meeting and the fact that it could result in an unsatisfactory review and the implementation of a Professional Development Plan. The College of Education Dean's office must be included on communication to candidates. The College of Visual and Performing Arts Dean's office should also be included on communication to education students from that college. Candidates must be informed that they will have a right to appeal the evaluation of their dispositions, or the Professional Development plan (see appeal process below) and that they may bring advocates and relevant evidence to the meeting. There should be no decisions or plans drafted before the meeting.

5. If the meeting results in an unsatisfactory rating, the candidate will be notified in writing within 7 days of the meeting and a Professional Development Plan will be created. Professional Development Plans should specify current deficiencies, goals, evidence needed for candidate to demonstrate meeting goals, identification of point-in-time when goal achievement will be assessed, and potential consequences for failure to meet goals. Professional development plans may include requirements for candidates to develop reflections, complete additional assignments such as lesson planning, complete additional observation hours with specific goals, or complete additional short-term field experiences to demonstrate specific behaviors aligned with goals. Potential consequences of not being successful with a professional development plan may include, but not limited to, requirements for taking or retaking courses to address deficiencies, additional weeks of field experience, or removal from the program.

6. Professional Development plans and their outcome will be shared with the College of Education Dean's office. The COE Dean's office will maintain a record of Professional Development plans and their outcomes. The COE Dean will share with the VPA dean Professional Development plans for VPA students. Department chairs should be informed when they initiate formal meetings if previous Professional Development plans have been implemented. Previous findings may inform the goals and expectations for new professional development plans.

7. If the review finds that the candidate's behavior is such that there is an unsatisfactory evaluation of dispositions that would also relate to an unsatisfactory rating for a component of the Kutztown Adapted Danielson field evaluation instrument (Appendix B), or if the candidate has violated the Pennsylvania Code of Professional Conduct (Appendix C), Kutztown University reserves the right to not place a candidate in a field experience or to withdraw the candidate from a field experience until the candidate has been successful with their Professional Development Plan. The Professional Development plan may include an additional short-term field experience not part of their regular program where the candidate can demonstrate success before entering or completing a longer-term field experience that is part of program.

8. A lead faculty member (typically a supervisor of field experience) will be identified to assess whether the goals of the Professional Development Plan have been met. A candidate may appeal the evaluation of the success of the Professional Development plan.

Appeals Process

1. Candidates have a right to appeal decisions from the formal review process. Candidates must request an appeal in writing to the dean of the College of Education within 7 days of receiving a Professional Development Plan or within 7 days of an evaluation of their Professional development plan. The College of Education Dean will inform that Professionalism Appeals Committee that an appeal should be reviewed. The College of Education Dean will also inform the Visual and Performing Arts Dean if the student is from that college.
2. The first appeal is to the Professionalism Appeals Committee. This committee will include 5 faculty members with representatives from the Secondary Education, Elementary Education, Special Education, Library and Learning Technology, and the College of Visual and Performing Arts. Members of the Professionalism Appeals Committee are jointly selected by the chairs of the represented departments, and the Deans of the College of Education and Visual and Performing Arts. Candidates initiating an appeal may bring advocates. Appeal decisions are made by majority of the committee members voting. Appeals Committee members involved in the development or review of a Professional Development Plan for the individual candidate should recuse themselves from voting. Faculty involved in the initial formal review should be invited to explain their evaluations.
3. Final appeal is to the Dean of the student's college (either the Dean of the College of Education or the Dean of Visual and Performing Arts). The student must request an appeal in writing within 7 days of the results of their first appeal. The dean will consider appeals based on (1) whether the procedures defined in this document have been followed, (2) new evidence that was not available to the Appeals Committee has been found, or (3) if the sanction is not commensurate with the severity of the disposition concern.

Overview of Process

Stage in Process	Context	Person Responsible
Informing candidates of policy and rubric.	So that candidates understand expectations and procedures.	Instructors in introductory courses. The dean's office also holds sessions to inform candidates.
Evaluation in two specified courses prior to student teaching.	To help candidates understand expectations, self-evaluate, and set goals. Unsatisfactory evaluation leads to an informal mentoring meeting.	Faculty assigned to teach courses where evaluation takes place.
Informal mentoring and support.	To provide support and to improve performance in line with acceptable criteria in disposition rubric.	Faculty and advisors working with education students.
Formal Dispositions Review meeting	Initiated when informal mentoring does not lead to	Faculty request the department chair arrange a meeting. The

	improvement or more serious incident aligned with unsatisfactory criteria occurs. Students have due process rights for informal meetings.	department chair includes the appropriate faculty and assures the student is informed in writing of their rights.
Appeals Committee (see previous page)	Candidates may appeal the findings coming from the formal meetings or the Professional Development plan developed after the formal meeting, or the evaluation of the success of the Professional development plan.	Committee members who serve for two years appointed by the Dean of the College of Education and the Dean of Visual and Performing Arts.
Appeal to Dean (see previous page)	Candidates have a second level of appeal after the appeals committee to the dean of their college. These appeals may focus on three criteria described in the policy.	The Dean of the College of Education or the Dean of Visual and Performing Arts

Kutztown University Dispositions Rubric (Appendix A)

InTASC / CAEP	Indicator	Target	Acceptable	Not Acceptable
InTASC 10 Leadership and Collaboration	Professional Communication	The teacher candidate: - engages in positive dialogue to resolve problems, while encouraging participation from all group members; - speaks professionally to and about others, while maintaining confidentiality.	The teacher candidate: - engages in positive dialogue to resolve problems, and encourages participation from all group members with faculty guidance and feedback; - speaks professionally to and about others, and maintains confidentiality with faculty guidance and feedback.	The teacher candidate: - does not engage in positive dialogue to resolve problems, or encourage participation from all group members; - fails to speak professionally to and about others, or maintain confidentiality.
InTASC 10 Leadership and Collaboration	Interpersonal Skills	The teacher candidate: - listens openly before stating opinions; - seeks out problem resolution with appropriate parties, and manages personal emotions during the process and demonstrates many ways to anticipate, prevent and solve problems; - works as a team member to build consensus and shares responsibility of the group	The teacher candidate: - listens openly before stating opinions with faculty guidance and feedback; - seeks out problem resolution with appropriate parties, and manages personal emotions during the process and demonstrates many ways to anticipate, prevent, and solve problems with faculty guidance and feedback; -	The teacher candidate: - fails to listen openly before stating opinions; - fails to resolve problems with appropriate parties, and does not manage personal emotions during the process or does not demonstrate ways to anticipate, prevent, and solve problems; - does not work as a team member to build consensus or share

		equitably; - demonstrates responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor).	works as a team member to build consensus and shares responsibility of the group equitably; - demonstrates responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor) with faculty guidance and feedback;	responsibility of the group equitably; - does not demonstrate responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor).
InTASC 9 Professional Learning and Ethical Practice	Reflective Wisdom	The teacher candidate: - accepts constructive feedback and modifies personal conduct as needed; - exhibits integrity and ethical behavior; - evaluates self on progress and sets realistic goals for self improvement; - reflects upon strengths and weaknesses of his or her own work and offers alternative actions if necessary.	The teacher candidate: - accepts constructive feedback, and modifies personal conduct with support from faculty or mentor teachers; - exhibits integrity and ethical behavior with support from faculty or mentor teachers; - evaluates self on progress and sets realistic goals for self improvement with support from faculty or mentor teachers; - reflects upon strengths and weaknesses of his or her own	The teacher candidate: - fails to accept constructive feedback and/or modify personal conduct as needed; - does not exhibit integrity or ethical behavior; - does not evaluate self on progress or set realistic goals for self improvement; - fails to reflect upon strengths and weaknesses of his or her own work or offer alternative actions when necessary.

			work and offers alternative actions if necessary with support from faculty or mentor teachers.	
InTASC 2 Learner Differences	Cultural Awareness	The teacher candidate: - exhibits fair, equitable, and consistent treatment of all peers and K-12 students; - adjusts behavior and/or practice to ensure fairness and success for TC peers and all students; - advocates and/or understands the importance of advocating on behalf of all learners and families; - promotes a positive learning environment that values and fosters respect for all learners.	The teacher candidate: - exhibits fair, equitable, and consistent treatment of all TC peers and K-12 students with support from faculty of mentor teachers; - adjusts practice to ensure fairness and success for TC peers and all students with support from faculty or mentor teachers; - advocates on behalf of all learners and families with support from faculty or mentor teachers; - promotes a positive learning environment that values and fosters respect for all learners with support from faculty or mentor teachers.	The teacher candidate: - exhibits an unfair or unequitable mindset for particular groups (e.g. race, SES, gender, ability, LGBTQ) or takes action that does not exhibit fair, consistent, and equitable treatment of all; - fails to adjust practice that ensures fairness and success for TC peers and all students even with supervision; - does not advocate or understand the importance of advocacy for students across differing social identity groups (e.g. race, SES, gender, ability, LGBTQ) - fails to value and respect the diversity of students in the classroom

				learning environment.
InTASC 9 Professional Learning and Ethical Practice	Critical Thinking	The teacher candidate: - articulates and demonstrates effective procedures for problem solving; - demonstrates ability to discuss a problem from the perspective of stakeholders.	The teacher candidate: - articulates and demonstrates effective procedures for problem solving with support from faculty or mentor teachers; - demonstrates ability to discuss a problem from the perspective of stakeholders with support from faculty or mentor teachers.	The teacher candidate: - fails to articulate and demonstrate effective procedures for problem solving; - fails to demonstrate ability to discuss a problem from the perspective of stakeholders.

Kutztown Adapted Danielson (Appendix B)

Planning and Preparation

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
1a: Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating knowledge of students	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
1d: Effective use of resources, materials, and technology	The teacher candidate is unaware and makes poor use of resources and instructional technology to assist student learning.	The teacher candidate uses resources and instructional technology primarily as a means of delivering instruction with low student active engagement.	The teacher candidate effectively uses resources and instructional technology consistent with students as knowledge constructors to empower students and create digital citizens.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing student assessment	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

The Classroom Environment

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
2d: Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Instruction

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
*3a:*Communication	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: Using questioning and discussion techniques	Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion	Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
3c: Engaging students in learning	Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Formative Assessment and Feedback in Instruction	Feedback is absent or of poor quality. There is little or no assessment or monitoring of student learning;. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Feedback to students is general or highlights errors without information for how to improve. Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Feedback is timely and specific on what students did well and what they need to do to improve. Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	A variety of feedback, from both their teacher and their peers, is accurate, timely, specific, and helps students know what they did well and what they need to do to improve. Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
3e: Demonstrating flexibility and responsiveness	The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.	The teacher candidate demonstrates some flexibility in accommodating student questions, needs, and interests.	The teacher candidate demonstrates flexibility in differentiation to meet the needs and interests of students including students with IEPs, English-language learners, and other individual students, accommodating student questions, needs, and interests with a variety of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

Professionalism

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
4a:Reflecting on Teaching and student learning	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate discusses teaching approaches, but not student learning outcomes with mentor teacher. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an appropriate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The candidate regularly discusses teaching approaches and student learning outcomes with mentor teacher. The teacher candidate reflects on ways to build on successes and makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b:Ccommunication with Families	Even with supervision, the teacher candidate has demonstrated ineffective or inappropriate skills for communication and involvement with families.	The teacher candidate accepts opportunities to learn effective communication with families from the mentor and provides limited support.	The teacher candidate takes initiative in seeking opportunities to learn effective communication with families from the mentor and provides effective support.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4c: Participating in a Professional Community	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by mentor teachers.	The teacher candidate's professional relationships are cordial and fulfill school/district duties recommended by the mentor teachers; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	The teacher candidate's professional relationships are characterized by mutual support and cooperation; taking initiative in a culture of professional inquiry, school events and school/district projects.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
4d: Showing Professionalism	The teacher candidate interactions are characterized by questionable professionalism in dress, grooming, use of social media, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, use of social media, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

PA Code of Professional Practice and Conduct for Educators (Appendix C)

§ 235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. *Practices.*

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§ 235.5. Conduct.

 Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal obligations.

 (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

 (b) The professional educator may not engage in conduct prohibited by:

  (1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.

  (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

 (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References

   This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employe.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).