DALTON STATE
School of Education
COMPETENT • REFLECTIVE • COLLABORATIVE • CARING

Site Supervisor Assessment of Professional Behaviors and Dispositions (SABD)

Teacher Candidate: _____ Block I: _____ PES I: ____
Date: _____ Block II: _____ PES II: ____
Check One: Mid Term: _____ Block III: _____ PES III: ____
  Final: _____ Block IV: _____ PES IV: ____

Prof. Behavior / Disposition	Unacceptable (1)	Developing/Evolving (2)	Standard (3)	Proficient (4)	Exemplary (5)	Score
1. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students CF-Caring	Uses objectionable language (name calling or relates to P-12 students as peers) or makes decisions that puts students in harm's way.	Relates to P-12 students in an adult and professional manner **when prompted** by others.	Relates to P-12 students in an adult and professional manner.	**Models** language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment.	Purposefully **creates** opportunities to assist in the development in sound judgment and reasoning of others. **Models** language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment.	
2. Interacts appropriately and positively with others CF-Collaborative	Interactions with others (students, peers, colleagues, or authority figures) are **unprofessional** (demeaning, sarcastic, combative, or inappropriate).	Interactions with others (students, peers, colleagues, or authority figures) can be negative or inappropriate.	Interactions with others (students, peers, colleagues, or authority figures) are **appropriate and positive**.	Interactions with others (students, peers, colleagues, or authority figures) are appropriate, positive, and respectful of differing opinions.	**Initiates** interactions with others (students, peers, colleagues, or authority figures) that are appropriate, positive, and respectful of differing opinions.	
3. Treats others with courtesy, respect, empathy, and open-mindedness CF-Caring	Treats others rudely or with disrespect. Words or actions are insulting or show contempt for others.	Struggles to treat others with courtesy, respect, empathy, and open-mindedness. Words or actions are insulting or show contempt for others.	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.	**Makes proactive efforts** to treat others with courtesy, respect and open-mindedness.	
4. Displays the ability to work with diverse individuals CF-Caring/Collaborative	Communicates an **inability** or **unwillingness** to work with diverse individuals (students, teachers, or school personnel.)	Struggles to work **harmoniously** and **effectively** with diverse individuals (students, teachers, or school personnel.)	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel.)	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel) and **seeks** opportunities to include or show appreciation for those excluded.	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel) and **creates** opportunities to include or	

					show appreciation for those excluded	
5. Displays maturity and independence by following appropriate protocol when seeking solutions to problems CF- Reflective	Fails to identify the appropriate personnel with whom to address the problem; **focuses on blaming others** rather than seeking solutions.	Enlists the help of faculty or staff to solve problems and **depends** upon them for solutions.	Enlists the help of faculty or staff in identifying the appropriate personnel to assist in developing a solution rather than assigning blame.	**Independently takes initiative** to develop an appropriate solution to the problem. Seeks feedback from others if needed and follows through with recommendations.	**Independently generates effective solutions** to problems and works with appropriate personnel to carry out resolutions.	
6.Accepts and uses constructive criticism (feedback) CF-Collaborative	Is **not receptive** to constructive comments and shows no sign of acknowledging a need for change.	May verbally acknowledge constructive comments but makes no effort to implement changes.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and **seeks feedback** from others for improvement.	Reflects on professional growth and **purposefully creates** opportunities for additional constructive comments from others.	
7. Demonstrates initiative CF - Caring	Does not show initiative.	Shows initiative if prompted by teachers and/or administrators.	Shows initiative in the classroom. *Example: chooses to help throughout teaching without prompts in various duties such as passing out papers, finding activities for lessons, and/or collecting equipment for lessons.*	Takes responsibility in duties within school hours **outside of regular teacher candidate duties**. *Example: taking students to pick-up, supervising lunch, attend grade level meetings.*	Takes responsibility **in duties outside of school hours**. *Example: assist in pre-planning, extra-curricular activities, school committees, volunteer for parent nights*	
8.Demonstrates appropriate self-monitoring and control of emotions and behavior CF - Reflective	Visibly demonstrates a lack of emotional control: becomes upset, uses put-downs, or displays anger in the work/school environment or activities. *Example: with students present, at school during sporting events, collaboration with colleagues.*	Visibly demonstrates a lack of emotional control when students are not present. *Example: planning with other teachers, conversations with mentor teacher*	Models appropriate emotional and behavioral control within the work/school environment and activities.	Models appropriate emotional and behavioral control and helps others become more emotionally aware. *Example: Identifying and correcting student behavioral needs within the classroom.*	Models appropriate emotional and behavioral control and cultivates opportunities to develop emotional responsiveness in others. *Example: Intentionally incorporates appropriate student behaviors and emotions in lesson plans that are taught within the classroom.*	
9. Demonstrates professional appearance and uses appropriate hygiene	Appearance, attire, **and** hygiene of the teacher candidate are inappropriate for the learning environment.	Appearance, attire **or** hygiene of the teacher candidate is inappropriate for the learning environment.	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment.	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment and the teacher candidate helps students be more aware of appropriate appearance, attire, and/or hygiene. *Example: Teacher candidate talks with a student about what is*	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment and cultivates opportunities to help others learn about appearance, attire, and/or hygiene. *Example:*	

				appropriate based on appearance, attire and/or hygiene.	*teacher candidate cultivates a lesson plan for students based on health standards.*	
10. Prepares thoroughly and consistently **(N/A for Block I)** CF-Competent	Lesson plan, **including pre-assessment analysis)** submitted after 72-hour deadline.	Deadlines are met, but LPs **and/or analysis** may be incomplete or insufficient.	Prepares for all learners and abides by deadlines.	Prepares for all learners based on pre-assessment data, knowledge of subject matter, student needs, and curriculum standards and abides by deadlines.	Designs instruction based on pre-assessment data that helps students self-select their learning roles; designs instruction that allow students to take responsibility for their learning based upon the students' learning styles, background knowledge, and learning needs.	
11. Demonstrates punctuality and good attendance CF-Competent	Is tardy or has unexcused absences or leaves early	(eliminated on purpose)	Is punctual without unexcused absences; excused absences are made up.	(eliminated on purpose)	Arrives early or stays late without absences in order to support the learning environment.	
12. Demonstrates fair treatment for all students CF-Caring	Shows overt bias, prejudice, or lack of fairness toward some students (i.e. gender, ethnicity, religion, learning abilities, socioeconomic status, and English Language Learners)	Shows understanding of the importance of developing caring and respectful relationships that demonstrate equity.	Is willing to work at establishing positive relationships with diverse groups of students (under the direction of the mentor teacher)	Begins to independently work at establishing positive relationships with diverse groups of students with mentor teacher approval.	Independently fosters and maintains equity and respect among all learners to sustain a positive learning climate (environment.)	
13. Expresses self orally using standard English to communicate effectively with diverse audiences CF-Competent/ Collaborative	Uses non-standard English in the school setting that interferes with the understanding of the audience.	Uses non-standard English in the school setting, but the intended message is clear.	Uses standard English in the school setting.	Models and teaches standard English in the school setting and is able to move with ease between audiences/registers.	Uses knowledge of audience, context and content to communicate ideas to ensure understanding by using standard English.	
14. Expresses self in	Uses non-standard English in	Uses non-standard English in	Uses standard English in	Uses standard English in written	Uses knowledge of	

written format using standard English in order to communicate effectively with diverse audiences CF-Competent & Collaborative	written communication in the school setting that interferes with understanding of the audience.	written format in the school setting but the intended message is clear.	written format in the school setting.	format in the school setting and is able to move with ease between audiences/registers.	audience, context and content to communicate ideas to ensure understanding of standard English in written format.	
15. Reflects upon own behavior, instruction, and student learning CF - Reflective	Has a lack of awareness to evaluate the effects of choices and actions on self and others; reacts without prior thought; may be unaware of effects of own behavior.	Recognizes the need to evaluate the effects of choices and actions on self and others	Evaluates the effects of choices and actions on self and others	**Models** a skill of self-reflection in the learning environment.	**Creates opportunities** for others to self-reflect on their actions and provides guidance on how to do so.	
16. Demonstrates belief that all students can learn. CF-Caring	Unable or unwilling to adapt content instruction, and assessment for all students; makes negative comments about students' abilities to learn	Aware of differing needs but is unsuccessful in attempts to adapt instruction that meet the learning needs of all; may make minor adaptations to content/instruction	Adapts content, instruction, and assessment for all learners; has positive attitude in helping all students achieve at a higher level.	Adapts content, instruction and assessment for all learners; displays competency, enthusiasm and responsibility for helping all students achieve at a higher level	Creates a learning environment where the learners' primary languages and cultures are valued and seamlessly integrated into learning; creates a learning environment where learners are seen as individuals with unique skills, abilities perspectives and interests.	

All teacher candidates are expected to adhere to the Georgia Professional Code of Ethics (www.gapsc.com).

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(Name of Evaluator – Site Teacher)   (Signature)   (Date)

Professional Behaviors and Dispositions Aligned with Conceptual Framework and INTASC Principles

1. CF–Caring	INTASC 3	9. CF--------	INTASC 9	17. CF – Reflective	INTASC 6, 9
2. CF–Collaborative	INTASC 3, 1	10. CF – Knowledge	INTASC 9	18. CF – Caring	INTASC 1- 10
3. CF-Caring	INTASC 2	11. CF – Competent	INTASC 1, 2, 4, 6, 7, 8		
4. CF-Caring/Collaborative	INTASC 2	12. CF – Competent	INTASC 9		
5. CF-Reflective	INTASC 3	13. CF – Competent	INTASC 9		
6. CF-Collaborative	INTASC 9, 10	14. CF – Caring	INTASC 1, 2, 3		
7. CF-Caring	INTASC 3	15. CF – Competent	INTASC 2, 10		
8. CF-Reflective	INTASC 9	16. CF - Competent & Collaborative	INTASC 2, 10	**UPDATED 7/2017**	

INSTRUCTIONS TO SITE TEACHERS

The Assessment of Professional Behaviors and Dispositions (APBD) is used to assess candidate's behaviors and professional dispositions in field settings. Candidates are assessed at mid-term and end of placement (final) by the Site Supervising Teacher. Site Teachers submit the APBD electronically into a LiveText database and data is aggregated at the end of each semester. Each candidate receives a minimum of 8 assessments while enrolled in the Professional Education Program.

The scoring guide is the rubric that describes each Professional Behavior/Disposition expected behavior.

Candidates must score a minimum of 2 or above for each descriptor 1-18. Candidates who score below 2 are placed on a Professional Growth Plan.

If the candidate does not meet the minimum score stated, the candidate is placed on a Professional Growth Plan; if the candidate does not meet the PGP, the candidate is dismissed from the program. The candidate may appeal the decision (see Appeal Process).