

**Millersville Professional Behaviors Evaluation**

**CAEP 1.1, 2.3, 3.3**

**Danielson Domains 2, 3, 4**

**InTASC: Learner and Learning (1,2, 3), Instructional Practice (7), Professional Responsibility (9, 10)**

**PA Code of Professional Practice and Conduct for Educators**

**Millersville University Statement of Commitment to Appreciative Growth Mind Set for Candidates**

We seek to develop a strong belief in educators that their students can learn and grow in remarkable ways even when there are challenges. The same belief in the real possibility of growth should also be held by educators for themselves, their professional community, and the larger society. We seek to develop professionals who begin this work with an appreciation for their own strengths, the strengths of their students, and their community. We acknowledge the tension between appreciation for strengths as a foundation for growth and the desire to confront problems and so we also seek to develop educators who are willing to question their own beliefs and who will work to make change to serve students and society.

**Use of Disposition Rubric and**

The candidate appreciates personal strengths and seeks professional improvement.

1. Reflects on positive qualities that they see in themselves
2. Questions and critically evaluates their own beliefs and practices
3. Sets goals and persists in improving as an educator

The candidate appreciates students' positive qualities and their ability to grow.

1. Reflects on students' strengths and personal qualities as the basis for learning and growth
2. Reflects on students' family and community environment strengths as a basis for learning and growth
3. Believes that all students are able to demonstrate substantial learning

The candidate appreciates collaboration with colleagues

1. Believes that their colleagues are well meaning and have valuable experience
2. Provides feedback to and accepts feedback from colleagues
3. Recognizes systemic problems and works with others to make positive change

The candidate believes in the importance of ideas and learning

1. Engenders passion in students for learning and ideas being taught
2. Challenges students to persevere, pressing for rigorous thinking and quality work
3. Engages in and encourages questioning of ideas

**Millersville Candidate Professional Behaviors Items (full rubric below)**

1. Demonstrates Professional Communication
2. Demonstrates           tin           E           enq                           E

**Millersville Candidate Professional Behaviors Rubric**

Based on the Code of Professional Practice and Conduct for Educators (referred to here as the “code”) and the Danielson Framework for Effective Teaching

<b>Component</b>	<b>Unprofessional Behavior (unacceptable)</b>	<b>Developing Professional (minimal acceptable)</b>	<b>Professional Behavior</b>
<p><b>Demonstrates Professional Communication</b> Code of Professional Practice 235.4. (7 &amp; 8) Danielson 2a, 2b, 3a, 3b, 4c, 4d</p>	<p>Communications with parents, students, faculty and staff are unacceptable</p> <p>Communications do not demonstrate sound professional judgment and/or upholding the fundamental human rights of dignity, privacy and respect.</p> <p>Does not accept or act upon feedback.</p>	<p>Communications with parents, students, faculty and staff are inconsistently acceptable and show progress as a result of guidance and feedback.</p> <p>Communications inconsistently demonstrate sound professional judgment and/or upholding the fundamental human rights of dignity, privacy and respect.</p> <p>Candidate is making progress in accepting and acting upon feedback.</p>	<p>Communications with parents, students, faculty and staff are consistently acceptable</p> <p>Communications consistently demonstrate sound professional judgment and/or upholding the fundamental human rights of dignity, privacy and respect.</p> <p>Candidate accepts and acts upon feedback.</p>
<p><b>Demonstrates Honesty and Integrity</b> Code of Professional Practice 235.3. Purpose &amp; 235.5. Conduct Danielson 2a, 2b, 4d, 4f</p>	<p>Does not represent facts when dealing with parents, students, faculty and staff.</p> <p>Does not act for the good of the school or university community in challenging situations</p> <p>Does not accept or act upon feedback.</p>	<p>May inconsistently represent facts when dealing with parents, students, faculty and staff.</p> <p>Inconsistently acts for the good of the school or university community in challenging situations</p> <p>Candidate is making progress in accepting and acting upon feedback.</p>	<p>Is truthful and honest when dealing with parents, students, faculty and staff.</p> <p>Acts for the good of the school or university community in challenging situations</p> <p>Candidate accepts and acts upon feedback.</p>

Respects

<p><b>Demonstrates Professional Relationships with Students</b></p> <p>Danielson 2a, 2b, 2d, 3a, 4f</p>	<p>Does not maintain confidentiality of students with regard to areas related to, but not limited to: curriculum; exceptionality status; demographic information; assessment; citizenship status;</p> <p>Does not uses content, curricular activities, and communication to foster healthy relationships with and among students.</p> <p>Does not follow procedures related to mandated reporting.</p> <p>Does not maintain appropriate and professional boundaries with students in communication, on social media, and in the larger community.</p> <p>Does not accept or act upon feedback</p>	<p>Inconsistently maintains confidentiality of students with regard to areas related to, but not limited to: curriculum; exceptionality status; demographic information; assessment; citizenship status;</p> <p>Inconsistently uses content, curricular activities, and communication to foster healthy relationships with and among students.</p> <p>Follows procedures related to mandated reporting.</p> <p>Maintains appropriate and professional boundaries with students in communication, on social media, and in the larger community.</p> <p>Candidate is making progress in accepting and acting upon feedback.</p>	<p>Maintains confidentiality of students with regard to areas related to, but not limited to: curriculum; exceptionality status; demographic information; assessment; citizenship status;</p> <p>Uses content, curricular activities, and communication to foster healthy relationships with and among students.</p> <p>Follows procedures related to mandated reporting.</p> <p>Maintains appropriate and professional boundaries with students in communication, on social media, and in the larger community.</p> <p>Candidate accepts and acts upon feedback.</p>
<p><b>Demonstrates Commitment to Becoming a Professional</b></p> <p>Based on Danielson “Participating in a Professional Community”</p> <p>Danielson 4d</p>	<p>Demonstrates poor commitment to education, or ability to take on responsibilities.</p> <p>Disregards the norms of the school and university in terms of timeliness, dress, grooming, and engagement with work</p> <p>Does not accept or act upon feedback</p>	<p>Demonstrates inconsistent commitment to education and is a inconsistently takes on and fulfills responsibilities</p> <p>Follows the norms of the school and university in terms of timeliness, dress, grooming, and engagement with work</p> <p>Candidate is making progress in accepting and acting upon</p>	<p>Demonstrates full commitment to education and is eager to take on and fulfill responsibilities</p> <p>Follows the norms of the school and university in terms of timeliness, dress, grooming, and engagement with work</p> <p>Candidate accepts and acts upon feedback.</p>

The specified expectations taken from the code are not meant to exclude other aspects of legal requirements and conduct described in the code. All candidates are expected to adhere to all aspects of the code and may receive unsatisfactory evaluations and / or professional development plans based on violations of the code.