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 Professional Behaviors Rubric for Candidate Progression through Program

All candidates in education licensure programs will be assessed by faculty using the Disposition and Professional behavior rubrics as a requirement for formal admission (APS for teacher candidates, degree candidacy for advanced programs) and at least one other time prior to the culminating field-based experience. Evaluation of dispositions is used primarily for candidate self-reflection and growth. The Professional Behavior Rubric will also be used as part of a formal review process (defined by Professionalism Policy) when substantial concerns arise. The Professional Behavior rubric can be used in making decisions about candidate progression through the program.

The Professionalism Policy of Millersville University describes in detail how the Millersville Growth Mindset Disposition Evaluation and Professional Behaviors rubrics are used in advising candidates and making decisions about candidate progression through the program.

All candidates will self-evaluate, set-goals, and reflect on their own professional qualities as a requirement for formal admission and at least one other time set by their program prior to clinical practicum / student teaching. Candidate self-evaluation is used to help promote self-awareness, responsibility and accountability of one's professional development. Self-evaluations may be used as a component of professional planning and advisement. Candidate self-evaluation will not be used for decision-making regarding progress through the program. Candidate self-evaluation is only used to help candidates take ownership over their professional development.

Procedure for Self-Evaluation by Candidates

Candidates will complete a self-evaluation using the Millersville Growth Mindset Disposition Evaluation rubric and will write reflective statements about the four values. Students will be given guidelines and prompts to help them with this process. These ratings and reflective writings will be available to faculty before they evaluate candidates on these same items.

Procedure for Evaluation by Faculty

Candidates will be evaluated by teams of content and education faculty who will discuss each candidate individually. Candidates will begin with a rating of "Developing Professional." Faculty will change these ratings based on evidence. Candidates who receive ratings of "Ineffective Dispositions" will be required to write a narrative reflective response and may meet with faculty to discuss their ratings. Students will be given guidelines and prompts to help them with this process. Candidates who receive ratings of Unprofessional Behavior, will then receive a "not recommend" to their next program transition point and a formal review process will automatically be required consistent with the procedures in the Professionalism Policy.

Professional Disposition Evaluation (full rubric below)

The candidate appreciates personal strengths and seeks professional improvement.
1. Reflects on positive qualities that they see in themself
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 Honesty and Integrity
3. Demonstrates Respect for Diversity and Civil Rights of Others
4. Demonstrates Professional Relationships
5. Demonstrating Professionalism

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

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

Respects Diversity and Civil Rights of Others Code of Professional Practice 235.4.4, 235.4.5, 235.8 Danielson 4f	• Discriminates on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, gender identity, marital status, age, political beliefs, socioeconomic status, disability, vocational interest or other basis. • Interferes with a student's or colleague's exercise of political and civil rights and responsibilities. • Rejects the value of diversity in practice or disregards the need for consistency in treatment of parents, students, faculty and staff • Does not accept or act upon feedback	• Respects the civil rights of all and does not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, gender identity, marital status, age, political beliefs, socioeconomic status, disability, vocational interest or other basis. • Abridges a student's or colleague's exercise of political and civil rights and responsibilities and disregards others who disagree. • Respects the value of diversity in practice but is inconsistent in the treatment of parents, students, faculty	• Advocates for the civil rights of all and does not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, gender identity, marital status, age, political beliefs, socioeconomic status, disability, vocational interest or other basis. • Advocates for a student's or colleague's exercise of political and civil rights and responsibilities and challenges others who disagree. • Exhibits consistent and equitable treatment of parents, students, faculty and staff
Participates in the Professional Community Based on Danielson "Participating in a Professional Community Danielson 4d	• Does not develop and maintain collegial relationships that encourage sharing, planning, and working together • Does not participate in a learning community that supports and respects its members' efforts • Does not move beyond the University and classroom by volunteering to participate in activities related to professional growth. • Does not accept or act upon feedback	• Inconsistently develops and maintains collegial relationships that encourage sharing, planning, and working together • Inconsistently participates in a learning community that supports and respects its members' efforts • Inconsistently moves beyond the University and classroom by volunteering to participate in activities related to professional growth. • Candidate is making progress in accepting and acting upon feedback.	• Develops and maintains collegial relationships that encourage sharing, planning, and working together • Participates in a learning community that supports and respects its members' efforts • Moves beyond the University and classroom by volunteering to participate in activities related to professional growth. • Candidate accepts and acts upon feedback.

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

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.