**PROFESSIONAL AND ETHICAL BEHAVIOR SUMMARY (PEBS) (Revised)**

<table>
<thead>
<tr>
<th>Indicator &amp; NYS Code of Ethics for Educators¹ Principles</th>
<th>The following &quot;non-academic&quot; behaviors are important for the success of teachers in P-12 education settings. Teacher candidates at Utica College must consistently achieve scores of 3 or higher for retention in the Educator Preparation Program. The PEBS-R will be administered in the following courses: EDU 111, 215, 312, 344 (undergraduate) and in EDU 511, 512, 544, 621 (graduate), as well as EDU 475/675 (Student Teaching Seminar) by the end of the 1st student teaching placement. Scores below 3 will be reviewed with teacher candidates for formative purposes following the course experience and prior to and during student teaching.</th>
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| A descriptor may be "not observable" | 1 = Unacceptable for the level of this course or experience  
2 = Minimal for the level of this course or experience  
3 = Acceptable for the level of this course or experience  
4 = Superior for the level of this course or experience |
| **Physical Appearance** | Candidate’s attire/grooming are consistently sloppy and/or dirty or clothing is too casual for occasion; tattoos and piercings are visible  
Candidate’s attire/grooming are occasionally sloppy and/or dirty or clothing is too casual for occasion; tattoos and piercings are visible  
Candidate’s attire/grooming are appropriate for the occasion and are consistent with school dress policy; tattoos and piercings are not visible  
Candidate’s attire/grooming are appropriate for the occasion and are consistent with school dress policy; tattoos and piercings are not visible |
| **Dependability/ Punctuality** | Candidate is often late or absent; not reliable  
Candidate is sometimes late or absent; not reliable  
Candidate is seldom late or absent; generally reliable  
Candidate is rarely late or absent; very reliable |
| **Planning** | Candidate has difficulty with long-range thinking and decision-making  
Candidate occasionally struggles with long-range thinking and decision-making  
Candidate is generally adept with long-range thinking and decision-making to engage all students in diverse activities  
Candidate consistently demonstrates long-range thinking and decision-making to engage all students in diverse activities |
| **Initiative** | Candidate demonstrates frequent self-doubt and requires frequent supervisory oversight  
Candidate demonstrates self-doubt and requires frequent supervisory oversight  
Candidate generally demonstrates self-reliance and the ability to make decisions and take steps independent of frequent supervision and oversight  
Candidate consistently demonstrates self-reliance and the ability to make decisions and take steps independent of frequent supervision and oversight |
| **Attitude** | Candidate displays verbal and non-verbal indications of negative feelings  
Candidate occasionally displays verbal and/or non-verbal indications of negative feelings  
Candidate generally displays verbal and/or non-verbal indications of positive feelings  
Candidate consistently displays verbal and/or non-verbal indications of positive feelings |
| **Honesty** | Candidate is not trustworthy; presents questionable professional and personal ethics and integrity; displays dishonest behavior such as cheating, plagiarism, lying, or other forms of dishonest behavior  
Candidate may not be trustworthy; may present questionable professional and personal ethics and integrity; dishonest behavior may be present  
Candidate seems trustworthy; maintains professional and personal ethics and integrity; avoids cheating, plagiarism, lying, and other forms of dishonest behavior  
Candidate is trustworthy; maintains professional and personal ethics and integrity; avoids cheating, plagiarism, lying, and other forms of dishonest behavior |
| **Organizational Skills** | Candidate is unorganized, lacks the ability to manage time and materials, and is inefficient and ineffective  
Candidate seldom manages time and materials in an efficient and effective manner  
Candidate generally manages time and materials in an efficient and effective manner  
Candidate consistently manages time and materials in an efficient and effective manner |

<table>
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<tr>
<th>Confidentiality</th>
<th>Principles 1 &amp; 5</th>
<th>Candidate breeches discretion in professional interactions and shares private and sensitive information appropriately</th>
<th>Candidate lacks discretion in professional interactions</th>
<th>Candidate demonstrates discretion in professional interactions</th>
<th>Candidate demonstrates discretion in all professional interactions</th>
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<tbody>
<tr>
<td>Enthusiasm</td>
<td>Principles 1 &amp; 2</td>
<td>Candidate is negative in regard to teaching and learning</td>
<td>Candidate is lackluster in regard to teaching and learning</td>
<td>Candidate generally demonstrates positive attitudes toward teaching and learning</td>
<td>Candidate consistently demonstrates positive attitudes toward teaching and learning</td>
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<tr>
<td>Flexibility</td>
<td>Principles 1 &amp; 2</td>
<td>Candidate is resistant to change and adapt when necessary</td>
<td>Candidate is occasionally reluctant to change and adapt when necessary</td>
<td>Candidate generally demonstrates a willingness to change and adapt when necessary</td>
<td>Candidate consistently demonstrates a willingness to change and adapt when necessary</td>
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<tr>
<td>Ability to Self-Evaluate</td>
<td>Principle 2</td>
<td>Candidate assumes his/her work and behavior are always appropriate and are unable to be objective and critical of him/herself</td>
<td>Candidate is unable to view his/her work and behavior in an objective and critical manner</td>
<td>Candidate generally demonstrates the ability to view his/her work and behavior in an objective and critical manner</td>
<td>Candidate consistently demonstrates the ability to view his/her work and behavior in an objective and critical manner</td>
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<tr>
<td>Knowledge of Ethical Standards of the Discipline</td>
<td>Principle 3</td>
<td>Candidate shows pervasive lack of understanding of the ethical concerns, requirements, and expectations for teachers</td>
<td>Candidate shows lack of understanding of the ethical concerns, requirements, and expectations for teachers</td>
<td>Candidate generally demonstrates understanding of the ethical concerns, requirements, and expectations for teachers</td>
<td>Candidate consistently demonstrates understanding of the ethical concerns, requirements, and expectations for teachers</td>
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<tr>
<td>Stress Management</td>
<td></td>
<td>Candidate is unable to function in difficult emotional situations and balance both personal and professional life</td>
<td>Candidate is sometimes challenged to function in difficult emotional situations and balance both personal and professional life</td>
<td>Candidate generally demonstrates the ability to function in difficult emotional situations and balance both personal and professional life</td>
<td>Candidate consistently demonstrates the ability to function in difficult emotional situations and balance both personal and professional life</td>
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<tr>
<td>Boundary Maintenance</td>
<td>Principles 4 &amp; 5</td>
<td>Candidate demonstrates lack of regard for demeanor and behavior in a variety of professional relationships, such as with principals, school professionals, parents, and students</td>
<td>Candidate demonstrates unprofessional demeanor and behavior in a variety of professional relationships, such as with principals, school professionals, parents, and students</td>
<td>Candidate generally maintains professional demeanor and behavior in a variety of professional relationships, such as with principals, school professionals, parents, and students</td>
<td>Candidate consistently maintains professional demeanor and behavior in a variety of professional relationships, such as with principals, school professionals, parents, and students</td>
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<tr>
<td>Cultural Sensitivity</td>
<td>Principles 1 &amp; 5</td>
<td>Candidate shows pervasive lack of regard for the cultural differences and needs of others</td>
<td>Candidate is insensitive to the cultural differences and needs of others</td>
<td>Candidate generally demonstrates understanding of and respect for the cultural differences and needs of others</td>
<td>Candidate consistently demonstrates understanding of and respect for the cultural differences and needs of others</td>
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<tr>
<td>Open-Mindedness</td>
<td>Principle 5</td>
<td>Candidate shows pervasive lack of regard for other perspectives and points of view and is unwilling to listen to and respect the opinions of others</td>
<td>Candidate is insensitive to other perspectives and points of view and is unwilling to listen to and respect the opinions of others</td>
<td>Candidate generally demonstrates a willingness to consider other perspectives and points of view and a willingness to listen to and respect the opinions of others</td>
<td>Candidate consistently demonstrates a willingness to consider other perspectives and points of view and a willingness to listen to and respect the opinions of others</td>
</tr>
</tbody>
</table>

Evaluator comments to support scores of 1 or 2 (required):

Utica College
Educator Preparation Program
2017