

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

<b>Candidate Name:</b>		<b>Evaluator Name:</b>		
<b>Course or Experience:</b>		<b>Date/Semester &amp; Year:</b>		
<b>Indicator &amp; NYS Code of Ethics for Educators<sup>1</sup> Principles</b>	The following “non-academic” 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 1 <sup>st</sup> 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.			
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
<b>Physical Appearance</b>	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 or exceed school dress policy; tattoos and piercings are not visible
<b>Dependability/Punctuality</b>	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
<b>Planning</b> Principle 1	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
<b>Initiative</b> Principle 3	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 without continuous supervisory oversight	Candidate consistently demonstrates self-reliance and the ability to make decisions and take steps independent of frequent supervision and oversight
<b>Attitude</b> Principle 6	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
<b>Honesty</b> Principles 5 & 6	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
<b>Organizational Skills</b> Principles 1 & 2	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

<sup>1</sup> UC’s Professional & Ethical Behavior Summary also aligns with CAEP Standard 3.3 “Selectivity During Preparation: Professional Behavior,” InTASC Teaching Standard 9 “Professional Learning & Ethical Practice,” and the Danielson Framework (2013) Domain 4: “Professional Responsibilities.” The “Principles” noted above refer to the NYS Code of Ethics for Educators and can be found at <http://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf>

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