

Professional Dispositions Assessment (PDA) Form¹

Candidate Name: _____ ID#: _____ SEM: _____ YEAR: _____ Block Number: _____

Instructor Name and Signature: _____ Course: _____

Instructor: Complete the form and provide explanation for each negative rating. Submit the form to Student Services office (ED AD316. Zip: 2152). You must notify the teacher candidate when filing a PDA form. Completed forms will be kept in the teacher candidate's confidential student file until the candidate completes the program. Candidates may review their files in the Student Services Office and may submit a response to the form.

Professional Standard	Indicators of Meeting the Standard	Instructor Rating/Comments/Evidence
Good teachers	The teacher candidate	
1. are active, respectful participants in discussions.	participates regularly in class, is an active contributor, shows respect for others.	Yes No
2. express themselves clearly and effectively.	speaks and writes in a clear and organized fashion, uses language appropriately for context.	Yes No
3. listen thoughtfully and responsively.	listens and responds appropriately to others, uses feedback in a positive manner.	Yes No
4. engage in lifelong learning, aided by reflection and assessment of new information and ideas.	reflects on information provided, demonstrates ability to apply new ideas to own practice, demonstrates curiosity and willingness to learn.	Yes No
5. interact effectively, respectfully, and empathetically across a wide range of situations and people.	interacts with others appropriately and respectfully, recognizes the context of interactions, seeks and uses knowledge of diversity that contributes to effective interactions.	Yes No
6. work to ensure system-wide, high quality learning opportunities and experiences for all students.	shows willingness to consider multiple perspectives on social and institutional factors that can impede or enhance students' learning.	Yes No
7. seek understanding of complex issues in order to solve problems both independently and collaboratively.	seeks pertinent information, learns new ideas and strategies, and uses information to solve problems both independently and with others.	Yes No
8. are committed to mastering best practices informed by sound theory.	seeks theoretical knowledge and regularly connects theory to potential teaching practices.	Yes No
9. are responsible colleagues.	arrives punctually and prepared for classes and required activities, dresses appropriately, communicates professionally with others.	Yes No

¹ Approved by Department of Teaching and Learning faculty on December 14, 2005, and by WSU's Office of the Attorney General on January 25, 2006.

Why Assess Dispositions?

The State of Washington requires that teacher preparing institutions certify for each program completer that they have “no knowledge of any relevant information related to the applicant’s character or fitness that would adversely affect the applicant’s ability to serve in a certified role . . .” [see Washington Administrative Code: WAC 180-79A-155(3)]. Among the knowledge and skills required by the State of Washington are those related to professional ethics and those related to responsibilities, structure, and activities of the profession (WAC 180-78A-270).

The National Council for Accreditation of Teacher Education (NCATE), the College of Education’s accrediting agency, sets performance-based standards for the preparation of P-12 teachers and other professional school personnel. The standards require that candidates demonstrate the knowledge, skills, and professional dispositions (e.g., honesty, responsibility, fairness) necessary to help all children learn (see NCATE president’s discussion: Wise, Arthur E., “Disposed to Teach? What Teachers Must Know and Be Able to Do,” (<http://education.wsu.edu/studentservices/disposition/>).

WSU’s professional dispositions draw on the model standards for beginning teachers, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The complete INTASC document is available at the Council of Chief State School Officers (CCSSO) website (<http://www.ccsso.org/intasc.html>).

Professional Disposition Assessment Background

Washington State University is required to certify to the state that each program graduate recommended for teacher certification has the knowledge, skills, and character/fitness necessary to be a successful classroom teacher. Content knowledge is assessed in required university arts and sciences classes. Skills are assessed in education classes and related field experiences. But how can we know if a person possesses the professional dispositions—the professional ethics and the inclination to enact those ethics—that will guide them in their interactions with students, families, colleagues, and communities?

A pattern of action that shows up in the course of teacher preparation will likely also show up later on the job. We conclude that a candidate who shows promptness, courtesy, and scrupulous attention to detail will act likewise when employed. A person habitually late, rude, or careless in pre-service work is, in contrast, likely to have trouble in a teaching position. As an institution that prepares teachers, we owe parents, citizens, and our state’s P-12 students our best professional judgment and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU’s professional responsibility.

Professional Disposition Assessment (PDA) Process: Guidelines and Suggestions

Teacher candidates who have been accepted into a WSU teacher education program will be assessed regularly to determine their progress in academic performance, field experiences, and professionalism. The PDA form is one of many assessment tools used in the program. The PDA process we use follows: One class at the beginning of each teacher preparation program is selected for presentation and trial use of the PDA form. All candidates will, at the end of this introductory course, provide a self rating of their current professional disposition development. The instructor will also complete the form for each candidate, providing him/her with feedback on strengths and areas that can be improved upon throughout the program. Although this trial form will be kept in the candidate’s file, this first use of the form is informational; it will not be used by program personnel for any purpose other than informing the candidate of the form’s existence and its use. Additionally, all program applicants will be provided the form and asked to sign a copy recognizing its existence and use when they apply for entry into WSU’s teacher preparation programs.

After the initial trial use, the form may be used by any instructor who feels that a candidate is not meeting a particular professional standard. The completed form must be accompanied by a description of the behavior and available documentation that indicates failure to meet the standard. Normally, the form will be completed at the end of a given semester after the instructor has worked unsuccessfully with the candidate to help him/her meet the standard. The form can, however, be completed at any time. The instructor will notify the candidate that a PDA form has been filed. Completed PDA forms will be stored in the student files (Student Services, Ed Ad 316). In accordance with FERPA Student Rights (see WSU Student Handbook or <http://distance.wsu.edu/pubs/handbook/regulations.asp>), teacher candidates may view their completed forms via request to Student Services, and may provide a written response to a PDA form for their file, also via Student Services.

A Teacher Education Student Affairs Committee is required to meet with the teacher candidate to discuss remediation strategies if (1) an instructor requests a meeting, or (2) a teacher candidate receives two negative ratings for any single professional disposition. If a teacher candidate receives four or more negative ratings in any combination of categories, the committee shall review documentation and (1) permit the teacher candidate to proceed in the program with appropriate remediation, OR (2) remove the teacher candidate from the program. Teacher candidates who wish to appeal the Teacher Education Student Affairs Committee’s decision must prepare a written appeal and present it to the Chair of the Department of Teaching and Learning. The Chair may make the final decision or refer the appeal to the faculty.

I have read the above statements and understand the use of the Professional Disposition Assessment form.

Teacher Candidate Signature

Date