

Professional Dispositions Evaluation for Field Experiences (PDEFE) Student Teaching Internship

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe our state’s p-12 students, parents, and citizens 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.

DISPOSITION STANDARD	EVIDENCE
<p>1. <u>High Expectations/Understanding Diverse Cultures</u> The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. <u>Differentiation</u> The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>3. <u>Instructional Strategies</u> The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity, and collaborative problem solving focused on the learning targets.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>4. <u>Assessment</u> The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress, and modify instruction to improve student learning.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>5. <u>Classroom Environment</u> The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that take into account the cultural, physical, emotional, and intellectual well-being of students appropriate to their grade level.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>6. <u>Communication/Collaboration</u> The teacher candidate communicates and collaborates with colleagues, parents, and the school community in an ethical and professional manner to promote student learning and growth.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>7. <u>Taking the Initiative to Participate and Collaborate</u> The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals, and community members to advance their own professional development and contributions to the broader profession.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

<p>8. Requests Feedback The teacher candidate respectfully and openly requests, accepts, and applies feedback for improvement.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>9. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>10. Professionalism The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing according to building climate, culture, and expectations; observing confidentiality; and adhering to school and state code of conduct.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Mark all population groups you worked with during your field experience:

- | | |
|---|--|
| <input type="checkbox"/> Black or African American
<input type="checkbox"/> Hispanic
<input type="checkbox"/> Native American or Alaska Native
<input type="checkbox"/> White/non-Hispanic
<input type="checkbox"/> Other | <input type="checkbox"/> Asian
<input type="checkbox"/> Asian Subcontinent
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> Special Needs Learner
<input type="checkbox"/> Multilingual Learner |
|---|--|

1. Briefly describe your experiences working with the students marked above (small group instruction, large instruction, observations, etc.).

2. How did you communicate high expectations for students of all backgrounds, especially those from minoritized or historically marginalized groups?

3. Describe a time when you adapted a lesson or communication strategy to meet the needs of students with different life experiences and interests from most students in the class, school, or community.

4. Washington State educators must continue seeking opportunities to remove barriers and create opportunities for all students.

(a) What is your plan as a new educator to continue to work toward equitable teaching and to advocate for all students during your first few years of teaching?

(b) What methods will you use to seek feedback from students and families to increase student equity and to help you teach your students more effectively?

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date