

## Professional Dispositions Evaluation for Field Experiences (PDEFE) Pre-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	OBSERVATIONS
<p><b>1. <u>High Expectations/Understanding Diverse Cultures</u></b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans and learning tasks are aligned to standards</li> <li><input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary</li> <li><input type="checkbox"/> Respects gender/ethnic/cultural differences</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>2. <u>Differentiation</u></b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs</li> <li><input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>3. <u>Instructional Strategies</u></b> The teacher candidate <b>demonstrates</b> 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>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume)</li> <li><input type="checkbox"/> Engages students in learning</li> <li><input type="checkbox"/> Understands &amp; presents concepts and directions clearly</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>4. <u>Assessment</u></b> The teacher candidate <b>understands</b> and <b>uses</b> both formative and summative methods of assessment, as well as student voice, to</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes checks for understanding</li> <li><input type="checkbox"/> Monitors students and provides feedback pointing out</li> </ul>

<p>engage learners in their own growth, to monitor learner progress, and modify instruction to improve student learning.</p>	<p>strengths and makes suggestions to improve student learning</p> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>5. <u>Classroom Environment</u></b> The teacher candidate <b>fosters</b> and <b>manages</b> 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>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops positive rapport with students and promotes a culture of fairness and belief that all students can learn</li> <li><input type="checkbox"/> Displays a positive attitude and empathy for students</li> <li><input type="checkbox"/> Responds appropriately when issues develop and uses positive reinforcement with students</li> <li><input type="checkbox"/> Articulates expectations for a positive and safe learning environment</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>6. <u>Communication/Collaboration</u></b> The teacher candidate <b>communicates</b> and <b>collaborates</b> with colleagues, parents, and the school community in an ethical and professional manner to promote student learning and growth.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an enthusiasm for teaching</li> <li><input type="checkbox"/> Utilizes mentor as a resource</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>7. <u>Taking the Initiative to Participate and Collaborate</u></b> The teacher candidate takes the <b>initiative</b> 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>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in the school community</li> <li><input type="checkbox"/> Is self-motivated and willing to grow professionally (including participating in trainings or PLCs when invited)</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>8. <u>Requests Feedback</u></b> The teacher candidate respectfully and openly <b>requests, accepts,</b> and <b>applies</b> feedback for improvement.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Responds positively when given suggestions from mentor for improvement</li> <li><input type="checkbox"/> Learns new concepts willingly and demonstrates flexibility</li> </ul>

	<p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>9. Reflection</b> The teacher candidate <b>reflects</b> on their own practice and progress to improve instruction for all learners.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently communicates with mentor in order to improve their practice</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>10. Professionalism</b> The teacher candidate <b>demonstrates</b> 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>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Punctual to school, meetings, practices good attendance</li> <li><input type="checkbox"/> Organizes time, materials, and lesson plans in a timely manner</li> <li><input type="checkbox"/> Demonstrates dependability and reliability; keeps information and conversations confidential</li> <li><input type="checkbox"/> Maintains professional demeanor, behavior, and attire</li> <li><input type="checkbox"/> Demonstrates professional conversations and behaviors with students</li> <li><input type="checkbox"/> Demonstrates ethical conduct</li> </ul> <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>

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

**Candidate is ready to proceed to Student Teaching Internship**  Yes  No

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

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

1. Briefly describe your experiences working with the students marked above (small group instruction, large instruction, observations, etc.).
  
2. Describe how your mentor provided regular opportunities for communication with students and families, including strategies to align communication with the communication styles or languages of others.
  
3. Educators who create partnerships with students and families create a shared responsibility for learning. During the pre-internship, did you observe opportunities for families from various backgrounds to provide input on activities and classroom practices?

If you have yet to observe these due to the brief nature of the pre-internship, what will you do to initiate and facilitate communication and collaboration with families to better support learning goals during the internship?

---

University Supervisor Signature

---

Mentor Teacher Signature

---

Teacher Candidate Signature

---

Date