Professional Dispositions for Academic Progress (PDAP)

WSU Coursework Experiences

Teacher Candidate Name: _____   WSU ID#: _____

Teacher Candidate Signature: _____   Date: _____
(A signature does not signify agreement on the student's part, it only acknowledges that they have seen this form.)

PURPOSE: 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. This document will be used to illustrate that teacher preparation students at WSU are demonstrating the professional dispositions expected of an effective P-12 educator while taking coursework during their program of study. This document is meant to be a flexible tool that can be used to support coursework-oriented guidance, for student reflection and goal setting, and for intervention when problems arise.

Disposition Standard	Evidence	Additional Comments
1. High Expectations/Understanding Diverse Cultures The teacher candidate completes lesson plans and units in coursework that centers instruction on high expectations for student achievement. Teacher candidate demonstrates an asset-based perspective of individual differences and diverse cultures and communities in discussions, assignments, and in their assigned lesson plans and units. Teacher candidate uses individual and cultural differences as assets for learning in planning.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
2. Differentiation The teacher candidate recognizes the value of instruction that supports individual student learning needs. The teacher candidate works to develop differentiated lessons and strategies that support every student in meeting rigorous learning goals.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
3. Instructional Strategies The teacher candidate recognizes the importance of, and works to develop, effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in	Notes supporting rating:	

critical thinking, creativity, and collaborative problem solving focused on learning targets.	☐ Met ☐ Not Met ☐ NA	
4. Assessment The teacher candidate engages in a continuous process of eliciting and reflecting on student understanding for the purpose of improving their own teaching practice. These assessments of student understanding should be both formal and informal, formative and summative. Eliciting and understanding students' initial ideas is a way of understanding the diverse prior knowledge, experience, and family-based knowledge that the students are bringing to the learning experience.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
5. Classroom Environment The teacher candidate engages with the class as a whole to foster a safe and positive learning environment. The teacher candidate recognizes the value of using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
6. Communication/Collaboration The teacher candidate communicates and collaborates with peers, faculty, and other community members in an ethical and professional manner to promote learning and growth through their coursework and program experiences.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
7. Taking Initiative to Participate and Collaborate The teacher candidate takes the initiative to participate and collaborate with a range of stakeholders in the field to advance their own professional development and contributions to the broader profession. Stakeholders include faculty and other classmates as well as with school professionals, learners, families, and community members.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	

8. Requests Feedback The teacher candidate respectfully and openly requests, accepts, and applies feedback on course participation and assignments for improvement.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
9. Reflection The teacher candidate reflects on their own practice and progress in coursework, using evidence of student ideas and thinking to suggest changes to improve their instruction for all learners.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	
10. Professionalism The teacher candidate demonstrates professionalism by arriving to class on time and departing appropriately. Communicates with the course instructor if unable to attend class. Turns in completed assignments on time. Is prepared to collaborate and participate (engagement and positive attitude) during course time. Demonstrates the development of their teaching persona by being described as thoughtful, respectful, responsible, intentional, caring, creative, hardworking, committed, and ethical.	Notes supporting rating: ☐ Met ☐ Not Met ☐ NA	

Additional Comments:

_____   _____
Faculty or Staff Name   Faculty or Staff Signature

_____   _____
WSU Course(s)   Date

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)] and that candidates demonstrate knowledge and competence developed by the New Teacher Assessment and Support Consortium (INTASC) (WAC 181-78A-232 (3)(a)).

WSU's professional dispositions draw on the INTASC model standards for beginning teachers. The complete INTASC document is available at the Council of Chief State School Officers (CCSSO) website (http://www.ccsso.org/intasc.html).

Professional Dispositions for Academic Progress 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 K-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 Dispositions for Academic Progress (PDAP) 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 PDAP form is one of many assessment tools used in the program. The PDAP process we use follows: One class at the beginning of each teacher preparation program is selected for presentation and trial use of the PDAP 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 PDAP form has been filed. Completed PDAP 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 PDAP 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 "Unmet" ratings for any single professional disposition. If a teacher candidate receives four or more "Unmet" 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. Signing this form does not mean that I agree with the rating.

_____   _____
Teacher Candidate Signature   Date