**Professional Dispositions Evaluation for Field Experiences (PDEFE)**

**MIDTERM**

Teacher Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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. Identifying and evaluating professional dispositions is part of WSU’s professional responsibility. All must be met by the end of the semester.

| **DISPOSITION STANDARD** | **EVIDENCE** |
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| 1. The teacher candidate **centers instruction** on high expectations for student achievement through the **understanding** of individual differences and diverse cultures and communities. | Notes supporting rating:    Met  Approaching Standard  Not Met |
| 2. The teacher candidate **recognizes** individual student learning needs and **develops** strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals. | Notes supporting rating:      Met  Approaching Standard  Not Met |
| 3. 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. | Notes supporting rating:    Met  Approaching Standard  Not Met |
| 4. 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. | Notes supporting rating:    Met  Approaching Standard  Not Met |
| 5. The teacher candidate **fosters** and **manages** a safe and positive learning environment 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  Approaching Standard  Not Met |
| 6. 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. | Notes supporting rating:    Met  Approaching Standard  Not Met |
| 7. 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. | Notes supporting rating:    Met  Approaching Standard  Not Met |
| 8. The teacher candidate respectfully and openly **requests**, **accepts** and  **applies** feedback for improvement. | Notes supporting rating:    Met  Approaching Standard  Not Met |
| 9. The teacher candidate **reflects** on their own practice and progress to improve instruction for all learners. | Notes supporting rating:    Met  Approaching Stand  Not Met |
| 10. 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. | Notes supporting rating:    Met  Approaching Standard  Not Met |

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

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| **Mid-Term Check** | | |
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