**Student Teacher Internship (TCH\_LRN 415/MIT 575)**

**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 TANDARD** | **EVIDENCE** |
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| 1. **High Expectations and Understanding of Diversity** The teacher candidate centers instructionon high expectations for student achievement through the understanding of individual differences and diverse cultures and communities. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 2. **Differentiation** The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals. | Supervisor & Mentor notes supporting rating:      Met  Approaching Standard  Not Met |
| 3**. Instructional Strategies** 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. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 4. **Assessment** 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. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 5. **Classroom Environment** 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. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 6. **Communication and Collaboration** 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. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 7. **Taking Initiative to Participate and Collaborate** 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. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 8. **Requests Feedback** The teacher candidate respectfully and openly requests, accepts and  applies feedback for improvement. | Supervisor & Mentor notes supporting rating:    Met  Approaching Standard  Not Met |
| 9. **Reflection** The teacher candidate reflects on their own practice and progress to improve instruction for all learners. | Supervisor & Mentor notes supporting rating:    Met  Approaching Stand  Not Met |
| 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. | Supervisor & Mentor 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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