

Professional Dispositions Evaluation (PDE)

Student Name: _____ ID#: _____

SEM: _____ YEAR: _____ Course: _____ Instructor: _____

NOTE TO INSTRUCTOR/SUPERVISORS: WHEN COMPLETING THIS EVALUATION, PLEASE ASSESS THE PRESERVICE TEACHER IN LIGHT OF HIS/HER STAGE OF PROFESSIONAL DEVELOPMENT. EXPECTATIONS FOR MEETING THE STANDARDS OF PROFESSIONAL DISPOSITION SHOULD BE CONSISTENT WITH THE PRESERVICE TEACHER'S PROGRESS THROUGH THE PROGRAM.

Disposition	Descriptions of "At Standard" Indicators	Below Standard*	Approaching Standard*	At/Above Standard	N/A – No Basis for Judgment
1. The pre-service teacher contributes to a positive climate.	Participates actively in class discussion and assignments; works effectively with others; shows respect of and consideration for the thoughts and feelings of others.				
2. The pre-service teacher demonstrates mastery of written and spoken language for self-expression, as well as for learning purposes.	Communicates effectively verbally; demonstrates an ability to write in a clear, organized, fluent manner; adheres to the conventions of the language when appropriate; recognizes distinctions between formal and informal communication.				
3. The pre-service teacher is a thoughtful and responsive listener.	Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others.				
4. The pre-service teacher is committed to reflection, assessment, and learning as an ongoing process.	Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice; modifies behavior and/or understanding when provided with new information or experience; demonstrates an interest in and commitment to lifelong learning.				
5. The pre-service teacher is willing to give and receive help.	Volunteers to assist others; demonstrates an openness to assistance from others.				
6. The pre-service teacher is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings.	Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, K-12 students, and cooperating teachers; shows an awareness of the context in which s/he is interacting.				
7. The pre-service teacher appreciates and values human diversity and shows respect for others' varied talents and perspectives.	Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society				
8. The pre-service teacher values the development of critical thinking, independent problem solving, and performance capabilities in him or herself and K-12 students.	Demonstrates an ability to identify, analyze, and evaluate complex issues; exhibits the ability to solve problems independently and in cooperation with others; sets and achieves high standards.				
9. The pre-service teacher demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.	Identifies and analyzes important trends in education; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in education.				
10. The pre-service teacher demonstrates a level of responsibility appropriate for a professional.	Arrives punctually and well prepared for all classes, practicum experiences and required activities; dresses in an appropriate manner; communicates in a professional manner regarding extenuating circumstances that may prevent attendance.				

The first nine dispositions are adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). The complete INTASC document is available at the Council of Chief State School Officers (CCSSO) website (<http://www.ccsso.org/intasc.html>)

***The instructor should attach a written explanation for each rating not "at standard," discuss the concerns with the student and provide remediation strategies. Instructors are encouraged to conference with students individually or through a Student Affairs meeting as soon as concerns are identified. In cases when concerns have been identified, instructors should provide a copy of the completed PDE form to the student. Unless an instructor requests a meeting based on one PDE form, the Student Affairs Committee will meet with a pre-service teacher once two PDE forms indicating below or approaching standard performance have been filed. At that meeting, the Student Affairs Committee will evaluate the pre-service teacher's continuation in the program.**

1/25/2005

Student's Signature/Date (required only if not At/Above Standard)

Instructor's Signature/Date