Black Hills State University – College of Education

Professional Dispositions Assessment (PDA) Form[1]

"The mission (conceptual framework) of the College of Education is to prepare competent, confident, and caring professionals."

Candidate Name: _____ **ID #:** _____ **Date:** _____

Completed by: _____ **Signature:** _____

This form is intended to be used for admission to the College of Education, application to student teaching, exiting the program and/or to document concern(s) for a specific candidate's behavior(s). Please return this form directly to the Office of Field Experiences (Unit 9038).

Admission to College of Education	Admission to Student Teaching	End of the Program
□ Candidate self-evaluation	□ Candidate self-evaluation	□ Candidate self-evaluation
□ Pre-admission experience cooperative teacher	□ Pre-student teaching experience cooperative teacher	□ Student teaching cooperative teacher
□ BHSU faculty	□ BHSU professional core faculty	□ University supervisor

Documentation of Specific Candidate's Behavior(s)		
□ BHSU faculty	□ Cooperating teacher/administration	□ University supervisor

Rating Scale: M- meets; NI- needs improvements; U- unsatisfactory; NO- not observed

Professional Conduct	**The Teacher Candidate** (indicators[2] of meeting the goals)	**M**	**NI**	**U**	**NO**
Demonstrates responsibility	1. is present, punctual and prepared for class	□	□	□	□
	2. completes assigned tasks that demonstrate high personal standards and best effort	□	□	□	□
	3. models professional attire and personal hygiene	□	□	□	□
	4. models educated language and behavior	□	□	□	□
	5. recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues	□	□	□	□
Is accountable	1. complies with university/COE/school building/district policies and/or procedures	□	□	□	□
	2. performs duties in accordance with local, state, and federal rules and laws	□	□	□	□
	3. maintains professional relationships with students	□	□	□	□
	4. takes precautions to distinguish between their personal views and those of the local school district or governing body	□	□	□	□
Maintains confidentiality	1. maintains confidentiality of professional information acquired about colleagues	□	□	□	□
	2. discusses professional matters concerning colleagues in a professional manner	□	□	□	□

Competent Professionals	**The Teacher Candidate** (Indicators[3] of meeting the goals)	**M**	**NI**	**U**	**NO**
Demonstrate broad knowledge content knowledge	1. realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving	☐	☐	☐	☐
	2. recognizes the power of language for fostering self-expression, identity development, and learning	☐	☐	☐	☐
Apply research-based instructional practices	1. seeks to keep abreast of new ideas and understandings in the field	☐	☐	☐	☐
	2. is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline	☐	☐	☐	☐
Reflect and think critically to impact student learning	1. believes plans must always be open to adjustment and revision based on student needs and changing circumstances	☐	☐	☐	☐
	2. values the development of students' critical thinking, independent problem solving, and performance capabilities	☐	☐	☐	☐
	3. values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs	☐	☐	☐	☐
	4. is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student	☐	☐	☐	☐
	5. values ongoing assessment as essential to the instructional process and recognizes many different assessment strategies, when accurately and systematically used, are necessary for monitoring and promoting student learning	☐	☐	☐	☐
	6. is committed to using assessment to identify student strengths and promote student growth	☐	☐	☐	☐
	7. is committed to seeking out, developing, and continually refining practices that address the individual needs of students	☐	☐	☐	☐

Confident Professionals	**The Teacher Candidate** (Indicators[3] of meeting the goals)	**M**	**NI**	**U**	**NO**
Positively affect student learning	1. appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence	☐	☐	☐	☐
	2. teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning	☐	☐	☐	☐
	3. recognizes the importance of peer relationships in establishing a climate of learning	☐	☐	☐	☐
	4. recognizes the power of language for fostering self-expression, identity development, and learning	☐	☐	☐	☐
Positively affect student behavior	1. values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning	☐	☐	☐	☐
	2. values many ways in which people seek to communicate and encourages many modes of communication in the classroom	☐	☐	☐	☐
Positively affect student motivation	1. has enthusiasm for the discipline(s) s/he teaches and demonstrates a positive, enthusiastic attitude toward education	☐	☐	☐	☐

	2. is committed to help students develop self-confidence and competence	☐	☐	☐	☐
	3. values the role of students in promoting each other's learning	☐	☐	☐	☐
	4. recognizes the power of language for fostering self-expression, identity development	☐	☐	☐	☐

Caring Professionals	**The Teacher Candidate** (Indicators[3] of meeting the goals)	**M**	**NI**	**U**	**NO**
Establish relationships in an environment of mutual respect and rapport as evidenced by students feeling valued and safe	1. appreciates multiple perspectives	☐	☐	☐	☐
	2. believes all children can learn at high levels and persists in helping all children achieve success	☐	☐	☐	☐
	3. appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence	☐	☐	☐	☐
	4. respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests	☐	☐	☐	☐
	5. is sensitive to community and cultural norms	☐	☐	☐	☐
	6. makes students feel valued for their potential as people and helps them learn to value each other	☐	☐	☐	☐
	7. takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole	☐	☐	☐	☐
	8. values and appreciates the importance of all aspects of a child's experience	☐	☐	☐	☐
	9. is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties	☐	☐	☐	☐
	10. is willing to consult with other adults regarding the education and well-being of his/her students	☐	☐	☐	☐
	11. respects the privacy of students and confidentiality of information	☐	☐	☐	☐
	12. is willing to work with other professionals to improve the overall learning environment for students	☐	☐	☐	☐

Additional Comments:

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[1] Approved by the College of Education faculty August 2007
[2] South Dakota Code of Professional Ethics for Teachers 27 SDR 141, effective July 3, 2001
[3] INTASC Disposition retrieved from STEP database