

**Washington State University Tri-Cities
College of Education
Application for Admission to Teacher Education**

Instructions: Please read and complete all sections. Incomplete applications will not be considered.

WSU ID# _____ **Date of Birth:** _____

Name: _____
(Last) (First) (Middle)

(all other legal names under which your file may be listed)

Local Address: _____
(Street address and/or mailing address) (City) (State) (Zip Code)

Permanent Address: _____
(Street address and/or mailing address) (City) (State) (Zip Code)

Home Phone #: _____ **Work Phone #:** _____

Cell Phone #: _____ **Email:** _____

This application is for admission:

_____ Spring Semester 2010 (deadline October 1, 2009)

_____ Fall Semester 2010 (deadline March 1, 2010)

WEST-B SCORE: Date(s) passed or to be taken: _____ **Cumulative GPA:** _____

Have you ever held a Washington teacher, administrator, emergency, or educational staff associate certificate?

_____ YES _____ NO

If so, what is your certificate number? _____

Personal Goal Statement

Submit with this packet a personal goal statement of one or two double-spaced, typewritten pages detailing why you have chosen teaching and describing your experiences working with diverse populations, families and children. Also, identify one or more goals that you have for yourself as a future teacher. Your goal statement will be rated on the following criteria.

- a) Written communication skills
- b) Reasons for becoming a teacher
- c) Experience with diverse populations, children, and families
- d) Goals for becoming a teacher

Please include your name and student ID# on your paper.

**Washington State University Tri-Cities
College of Education
Information and Consent Form**

TESTING REQUIREMENTS

Your application for admission to the teacher education program will be considered only if you have a passing score on all three sections of the WEST-B by the end of the semester in which you apply (December 31 for spring applicants and May 15 for fall applicants).

Passage of the WEST-E content test in the desired endorsement area is required for placement in student teaching and for awarding of the Residency Teacher Certificate.

I have read the above statement and understand it is my responsibility to meet the testing requirements of the Washington State University College of Education and the state of Washington.

Signature

Date

LIABILITY INSURANCE REQUIREMENTS

Evidence of \$1,000,000 personal liability insurance coverage must be provided to the College of Education for participation in practica and student teaching.

I have read the above statement and understand proof of liability insurance is required for placement in schools.

Signature

Date

PROFESSIONAL DISPOSITIONS ASSESSMENT (PDA) PROCESS

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 PDA form is one of many assessment tools used in the program. 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.

The form may be used by any instructor who feels 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 PDA form has been filed. Completed PDA forms will be stored in the student files (Student Services, Ed Ad 316). In accordance with FERPA Student Rights (see <http://distance.wsu.edu/pubs/handbook/regulations.asp> or WSU Student Handbook) teacher candidates may view their completed forms via request to Student Services, and may provide a written response to a PDA 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 negative ratings for any single professional disposition. If a teacher candidate receives four or more negative 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 Dispositions Assessment form.

Signature

Date

RELEASE OF STUDENT RECORDS AND PERSONAL INFORMATION

I hereby authorize Washington State University to release orally or in writing all student records and other personally identifiable information to the Office of the Superintendent of Public Instruction for the purpose of investigating and determining my eligibility for Washington state certification pursuant to RCW 28A.410, WAC 181-86 and 181-87 as now or hereinafter amended, and to my field supervisor and school district for the purpose of securing a student teaching placement for me.

Signature

Date

FITNESS TO WORK IN A CLASSROOM SETTING

It is Washington State University's intent to ensure that all teacher candidates possess those characteristics desirable for working with children. The College of Education therefore reserves the right to deny any individual admission to, or continued enrollment in the teacher preparation program if, in the professional judgment of faculty or coordinating field personnel, there is a cause for concern about the fitness of that individual to work with children in a classroom setting. The faculty may utilize the Professional Dispositions Assessment to formally document and communicate the pre-service teacher's disposition to teaching.

I have read the above statement and understand it is the responsibility of the faculty of the College of Education and coordinating field personnel to evaluate and monitor all aspects of my personal and academic fitness, to assess my ability to work effectively with children in a classroom setting and to deny my admission to or discontinue my enrollment in the teacher preparation program if, in the opinion of faculty or coordinating field personnel, I am not suited for recommendation for professional licensure.

_____ Initial

POLICY ON STUDENT TEACHING

I understand that I must pass the WEST-E (Praxis-II) in my endorsement area prior to student teaching, and that student teaching must be completed at an approved WSU site with supervision by an approved WSU provider.

_____ Initial

BACKGROUND CLEARANCE FOR PRACTICA and RETURN TO HOME CAMPUS AFTER STUDENT TEACHING

I understand that if I am accepted into the Teacher Education Program I must undergo a background check that includes my providing fingerprints, prior to my participating in any internship, practicum, or student teaching. Further, I also understand that regardless of where I student teach, I may have to return to my home campus at semester's end and present evidence of my positive impact on my students' learning.

_____ Initial

REPEATING PROFESSIONAL EDUCATION COURSES

A minimum grade of C (2.0) is required for all professional education course work. *A pre-service teacher may take a course only two times. Failure to obtain a C or better after two attempts will result in decertification.*

Elementary pre-service teachers are subject to the following additional requirements: (1) Those who fail to meet the C (2.0) minimum requirement in two or more courses in Block I may not enroll in Block II until all courses in Block I are successfully completed. Those with less than C in one course in Block I may continue to Block II. (2) Enrollment in Block III, the Advanced Practicum semester in which courses are offered only in a 10/12-week cycle, is limited to students who have achieved a minimum grade of C in all other professional course work. Block courses in which a student receives lower than a C must be repeated in the following semester. No student with course work to repeat or full-semester course work remaining, may enroll in Block III

I have read the above statement and understand rules applying to the repetition of course work.

_____ Initial

WRITING REQUIREMENTS

Writing is an essential part of the teaching profession. As part of the application process, I understand that I will have to do a 30 minute timed write. If I do not meet the necessary standards, I will have to participate in the Teaching and Learning Writing Seminar during my first semester in the Teacher Education Program. Further, I understand that if a pre-service teacher receives two Professional Dispositions Assessments (PDA) indicating concerns about writing, the Teacher Education Student Affairs Committee will meet with the pre-service teacher and *recommend* an English course in consultation with the English Department or the Writing Center. If, in a following semester, the pre-service teacher receives a PDA form identifying weaknesses in writing, the Teacher Education Student Affairs Committee will meet with the pre-service teacher and *require* that an additional English course be passed before his or her program is considered complete.

I have read the above statement and understand the writing requirements of the Department of Teaching and Learning.

_____ Initial

Print Name

Signature

Date

WASHINGTON STATE UNIVERSITY TRI-CITIES
COLLEGE OF EDUCATION

Documentation of 80 Hours Supervised Experience with Youth

80 hours of supervised work (paid or volunteer) in a teaching capacity with ages 4 - 18.

Work experience must be within the last 3 years.

Make copies of this form as needed

Name: _____ ID Number: _____

Please check the grade level that most closely represents the age group that you worked with:

___ *Preschool-Kindergarten* ___ *1st grade-8th grade* ___ *9th grade-12th grade* ___ *18 year olds*

*You may **not** use any portion of the one week observation required for T&L 300 or for other academic credit.*

Place of Work: _____ From: _____ To: _____

Total Hours Worked: _____ Job Title: _____

Supervisor _____ Telephone No. _____

Street Address _____ City _____ State _____ Zip _____

Reason for leaving: _____

Describe Major Duties: _____

May the College of Education contact previous and/or present supervisors to verify description of duties?

Yes _____ No _____

Place of Work: _____ From: _____ To: _____

Total Hours Worked: _____ Job Title: _____

Supervisor _____ Telephone No. _____

Street Address _____ City _____ State _____ Zip _____

Reason for leaving: _____

Describe Major Duties: _____

May the College of Education contact previous and/or present supervisors to verify description of duties?

Yes _____ No _____

I HEREBY CERTIFY THAT ALL STATEMENTS MADE IN THIS APPLICATION ARE TRUE, AND I UNDERSTAND AND AGREE THAT ANY UNTRUTHS MAY BE CAUSE FOR REJECTION OF MY APPLICATION FOR TEACHER CERTIFICATION.

Applicant's Signature _____

Date _____

Examples of Work Experience:

CAN USE:

- Coaching
- Child Care Center Teacher/Aide
- People Pet Partnership
- HEP Program
- Service Clubs: Girl/Boy Scouts, 4-H, Campfire, Youth Groups
- Public School Aide
- Careers in Education Program (CIE)
- WSU Literacy Corps
- National Youth Sports Program
- Camp Counselor
- Tutoring
- College Teaching Assistant
- Adult Education
- Freshman Seminar Facilitator

CANNOT USE:

- Babysitting
- Big Brother/Sister
- Nanny
- T&L 300; 301
- T&L 317
- HD 342

WASHINGTON STATE UNIVERSITY TRI-CITIES
COLLEGE OF EDUCATION
TEACHER CERTIFICATE REQUIREMENTS

Applicant's Name

Date

Endorsement (Major)

Add-on Endorsement, if any

ASSIGNMENT PROVISIONS

The teacher certificate permits an individual to teach on a regular basis in his/her endorsed areas only, except as provided in WAC 181-82-110. Substitute teaching in areas for which an individual is not endorsed is allowed if the assignment is for not more than 30 consecutive school days.

GENERAL CERTIFICATION REQUIREMENTS

1. An individual must be at least 18 years of age to obtain a certificate (WAC 181-79A-150).
2. Applicants must give evidence of good character and personal fitness as specified in WAC 181-79A-155 and must obtain a background check from the Washington State Patrol and Federal Bureau of Investigation (RCW 28A.410.010).
3. An individual shall hold a baccalaureate degree from a regionally accredited university which includes at least 30 semester hours of course work in the major. The degree shall be in an academic field or in the teaching specialization of early childhood, elementary, reading, or special education (181-79A-206 and 181-77).
4. The individual shall complete a state approved professional preparation program (WAC 181-79A-150).

RESIDENCY TEACHER CERTIFICATE

Upon successful completion of WSU's teacher preparation program, the candidate will be issued a Residency Certificate (First Issue) with no expiration date. Once provisional status (typically two years) has been met in a Washington public school/ESD or approved private school the teacher will be issued a Residency Certificate (Reissuance) valid for five years and shall be subject to renewal pursuant to WAC 181-79A-250.

WSU Requirements

For the residency teacher certificate to be awarded, the applicant must complete an approved program of study with a cumulative WSU gpa of at least 2.5. In addition the applicant must have a minimum gpa of 2.5 in each, the endorsement, and the professional education core with no individual course grade below C. Elementary and Early Childhood majors must also complete Math 251, 252, course work in US history, American government, economics and geography in addition to the GER sciences with a grade of C or better.

AFFIDAVIT

I, _____, hereby certify (declare) under penalty of perjury under the laws of the State of Washington that I have carefully read the foregoing document and do clearly understand the assignment provisions of the teaching certificate and the requirements which I must meet to obtain and maintain the teaching certificate which I seek.

Signature of Applicant

Signature of Intake Personnel

Date



CHARACTER AND FITNESS SUPPLEMENT

Please complete the following questions carefully and completely before providing information and signing the affidavit. **Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.**

ALL REQUIRED DOCUMENTATION REQUESTED BELOW MUST ACCOMPANY THIS FORM. ALL QUESTIONS MUST BE ANSWERED. IF ADDITIONAL SPACE IS NEEDED, ATTACH ON A SEPARATE SHEET OF PAPER.

SECTION I - PERSONAL INFORMATION (please print or type)				
1. NAME	LAST	FIRST	MIDDLE	2. MAIDEN NAME
3. ADDRESS				4. DATE OF BIRTH
CITY/STATE/ZIP				5. SOCIAL SECURITY NO. (OPTIONAL)
6. TELEPHONE				7. E-MAIL
BUSINESS: ()				HOME: ()
8. Please list all former names you have used and approximate dates of use. (If more than three, list on separate sheet of paper.)				
				Date
				Date
				Date

SECTION II - PROFESSIONAL FITNESS		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Have you ever held or do you currently hold a Washington education certificate?
<input type="checkbox"/>	<input type="checkbox"/>	2. Have you ever held or do you currently hold any education certificate, credential or license authorizing service in the public/private schools in another state, province, territory, or country? If "yes," list the states, provinces, territories, and/or countries:
<input type="checkbox"/>	<input type="checkbox"/>	3. Are you currently or have you ever been the subject of any certificate or licensing investigation or inquiry by any certification or licensing agency for allegations of misconduct? If "yes," on a separate sheet of paper, list the agency, including complete address and telephone number as well as the purpose of the investigation or inquiry.
If you answer "yes" to questions 4 through 11 (Section II), on a separate sheet of paper, give a complete explanation, including duties, circumstances, and supporting documentation.		
<input type="checkbox"/>	<input type="checkbox"/>	4. Have you ever had any adverse action taken on any certificate or license? (Adverse action includes letters of warning, reprimands, suspensions [including stayed], revocations, voluntary surrenders, or voidance.)
<input type="checkbox"/>	<input type="checkbox"/>	5. Have you ever been denied, or otherwise rejected for cause, an education certificate, credential, or license?
<input type="checkbox"/>	<input type="checkbox"/>	6. Have you ever withdrawn an application for any education certificate, credential, or license?
<input type="checkbox"/>	<input type="checkbox"/>	7. Have you ever practiced in any educational position in a public school for which you did not hold the appropriate valid educational certificate, credential, or license for that position?
<input type="checkbox"/>	<input type="checkbox"/>	8. Have you ever been dismissed, discharged, or fired from any employment position involving children or dependent adults? (Do not include RIFs)
<input type="checkbox"/>	<input type="checkbox"/>	9. Have you ever resigned from or otherwise left any employment (e.g., settlement agreement) while allegations of misconduct were pending?

Yes No

10. Have you ever been disciplined by a past or present employer because of allegations of misconduct?

11. Are you currently or have you ever been the subject of any investigation or inquiry by an employer because of allegations of misconduct?

SECTION III - CRIMINAL HISTORY

If you answer "yes" to any of the questions 1-5 (Section III), please provide the following:

- A. On a separate sheet of paper state the following:
- A detailed statement including what occurred, the nature of the offense, charge or warrant.
 - The name and address of the arresting agency.
 - If a court was involved, the name and address of the court.
 - The date of the arrest.
 - The final disposition, if any.
- B. If a court was involved, provide a copy of the court docket (can be obtained at the court in which the charge[s] were filed).
- C. Provide a copy of the complete arresting officer's report.
- D. If a court was involved, provide the sentence and judgment (can be obtained at the court in which the charge[s] were filed).
- E. If the arrest was driving related, provide a copy of a current and complete 5-year driving abstract.

NOTE: For questions 1, 2, 3, DO NOT include minor in possession (MIP)/minor in consumption (MIC) occurring more than 2 years ago or driving under influence (DUI) occurring more than 5 years ago.

Yes No

1. In the last 10 years, have you ever been arrested for any crime or violation of the law? (Do NOT include Minor in Possession [MIP]/Minor in Consumption [MIC] occurring more than 2 years ago or Driving Under Influence [DUI/DWI] occurring more than 5 years ago.) (Note: For "yes" responses to 1, 2, 3, even if your case was dismissed or your record was sealed you must answer this question in the affirmative.) You need not list traffic violations for which a fine or forfeiture of less than \$300 was imposed.
2. In the last 10 years, have you ever been fingerprinted as a result of any arrest for any crime or violation of the law?
3. In the last 10 years, have you ever been convicted of any crime or violation of any law? (Note: For the purpose of this question "convicted" includes [1] all instances in which a plea of guilty or nolo contendere is the basis of conviction, [2] all proceedings in which a sentence has been suspended or deferred, [3] or bail forfeiture.) You need not list traffic violations or fines for which a fine or forfeiture of less than \$300 was imposed.
4. Have you ever been convicted of any felony crime?
5. Do you currently have any outstanding criminal charges or warrants of arrest pending against you? This would include Washington State, any other state, province, territory, and/or country.
6. Have you ever been or are you presently under investigation in any jurisdiction for possible criminal charges? If your answer is "yes," identify agency and location (street address, city, state) and the circumstances or details relating to the investigation on a separate piece of paper.

SECTION IV - FITNESS

If you answer "yes" to any question (Section IV), provide a written explanation on a separate sheet of paper:

Yes No

1. Have you ever exhibited any behavior or conduct which might negatively impact your ability to serve in a role which requires a certificate, credential, or license?
2. In the past 10 years, have you ever engaged in any conduct which resulted in the damage or destruction of property? (For purposes of questions 2 and 3, property includes both real and personal property owned by you or another. Do not list damages done as the result of an automobile accident.)
3. In the last 10 years, have you ever threatened to damage or destroy property?
4. Have you ever engaged in any conduct which resulted in the physical injury or harm of any person(s)? (Do not list injury or harm caused as the result of duties performed due to a job assignment such as police officer, armed forces member, or athlete.)
5. Have you ever threatened to do physical injury or harm to any person(s)? (Do not list threats issued as the result of duties performed due to a job assignment such as police officer, armed forces member, or athlete.)

SECTION IV - FITNESS

- Yes No
 6. Do you have a medical condition which in any way impairs or limits your ability to serve in a certificated role with reasonable skill and safety?
- N/A
 7. If you use chemical substance(s), does this use in any way impair or limit your ability to serve in a certificated role with reasonable skill and safety?
- N/A
 If you disclosed a "yes" answer to questions 6 or 7 above, are the limitations or impairments caused by your medical condition(s) or substance abuse reduced or ameliorated because you receive ongoing treatment (with or without medications) or participate in a monitoring program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.
8. Do you currently use illegal drugs?
9. Have you used illegal drugs in the last year?
- N/A
 If you disclosed a "yes" answer to question 9 above, have you successfully completed or are you participating in a supervised rehabilitation program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.

If you answer "yes" to questions 10 or 11, attach copies of any court orders entered in the proceeding.

- Yes No
 10. Have you ever been found in any dependency or domestic relation matter to have sexually assaulted or exploited any minor?
11. Have you ever been found in any dependency or domestic relation matter to have physically abused any person?

If you answer "yes" to questions 12 or 13, and a repayment agreement has been established, attach copies of the repayment agreement from the appropriate agency.

- Yes No
 12. Are you currently in default status on any educational loan or scholarship? (Do not include loans that are currently in a compliant deferment status.)
13. Are you currently in non-compliance with a support order?

SECTION V - CHARACTER REFERENCES

List three individuals, not related to you, who will serve as character references.

NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP

*** ATTENTION ***

Please complete the appropriate sections on the next page (pg. 4 of 4).

ALL APPLICANTS MUST COMPLETE THE AFFIDAVIT

AFFIDAVIT

I, _____ certify (or declare) under the penalty of perjury under the laws of the state of Washington that the foregoing and all information included in the application is true and correct.

If the information provided or answer(s) to any question on the application or character and fitness supplement changes prior to my being granted certification, I must immediately notify the Office of Professional Practices and my college/university if I am a college/university candidate.

I understand I must answer this application truthfully and completely. Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.

SIGNATURE

DATE

CITY/STATE

COLLEGE/UNIVERSITY STUDENTS ONLY

Please also complete the release below:

AFFIDAVIT

I hereby authorize _____ to release, orally or in writing as may be requested, all student records and other personally identifiable information to the Office of the Superintendent of Public Instruction (OSPI) for the purpose of investigating and determining my eligibility for Washington State certification pursuant to RCW 28A.410, WAC 180-86, and WAC 180-87, as now or hereafter amended.
(name of college/university)

SIGNATURE OF APPLICANT

DATE

Professional Dispositions Assessment (PDA) Form

Candidate Name: _____ ID#: _____ SEM: _____ YEAR: _____ Block (Elem. Only): _____

Instructor Name and Signature: _____ Course: _____

Instructor: Complete the form and provide explanation for each negative rating. Submit the form to the COE Academic Director (West 207N). You must notify the teacher candidate when filing a PDA form. Completed forms will be kept in the teacher candidate's confidential student file. Candidates may review their files in the office of the Academic Advisor for Teaching and Learning.

Professional Standard	Indicators of Meeting the Standard	Instructor Rating/Comments/Evidence
Good teachers	The teacher candidate	
1. are active, respectful participants in discussions.	participates regularly in class, is an active contributor, shows respect for others.	Yes No
2. express themselves clearly and effectively.	speaks and writes in a clear and organized fashion. Uses language appropriately for context.	Yes No
3. listen thoughtfully and responsively.	listens and responds appropriately to others, uses feedback in a positive manner.	Yes No
4. engage in lifelong learning, aided by reflection and assessment of new information and ideas.	reflects on information provided, demonstrates ability to apply new ideas to own practice, demonstrates curiosity and willingness to learn.	Yes No
5. interact effectively, respectfully, and empathetically across a wide range of situations and people.	interacts with others appropriately and respectfully. Recognizes the context of interactions. Seeks and uses knowledge of diversity that contributes to effective interactions.	Yes No
6. work to ensure system-wide high quality learning opportunities and experiences for all students.	Shows willingness to consider multiple perspectives on social and institutional factors that can impede or enhance students' learning.	Yes No
7. seek understanding of complex issues in order to solve problems both independently and collaboratively.	seeks pertinent information, learns new ideas and strategies, and uses information to solve problems both independently and with others.	Yes No
8. are committed to mastering best practices informed by sound theory.	seeks theoretical knowledge and regularly connects theory to potential teaching practices.	Yes No
9. are responsible colleagues.	arrives punctually and prepared for classes and required activities, dresses appropriately, communicates professionally with others.	Yes No

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)]. Among the knowledge and skills required by the State of Washington are those related to professional ethics and those related to responsibilities, structure, and activities of the profession (WAC 180-78A-270).

The National Council for Accreditation of Teacher Education (NCATE), the College of Education’s accrediting agency, sets performance-based standards for the preparation of P-12 teachers and other professional school personnel. The standards require that candidates demonstrate the knowledge, skills, and professional dispositions (e.g., honesty, responsibility, fairness) necessary to help all children learn (see NCATE president’s discussion: Wise, Arthur E. Saturday, November 12, 2005, “Disposed to Teach? What Teachers Must Know and Be Able to Do,” in *Metro West Daily News*).

WSU’s professional dispositions draw on the model standards for beginning teachers, developed by 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>).

Professional Disposition Assessment 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 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.

Professional Disposition Assessment (PDA) 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 PDA form is one of many assessment tools used in the program. The PDA process we use follows: One class at the beginning of each teacher preparation program is selected for presentation and trial use of the PDA 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 PDA form has been filed. Completed PDA 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 PDA 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 negative ratings for a single professional disposition. If a teacher candidate receives four or more negative 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.

Teacher Candidate Signature

Date