

Professional Dispositions Assessment (PDA) Form Associations with State, National, and Accreditation Standards

Washington State University’s professional standards and teacher candidate indicators are based on 1) Washington Administrative Codes (WAC 180-79A-155 and WAC 180-78A-270), the National Council for Accreditation of Teacher Education (NCATE) standards, and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Below is a table that relates WSU standards to those named above.

| Professional Standard | Indicators of Meeting the Standard | WAC 180-78A-270 | WAC 180-79A-155 | NCATE ¹ | INTASC |
|--|---|--|-----------------|--|--------------------------------|
| Good teachers | The teacher candidate | | | | |
| 1. are active, respectful participants in discussions. | participates regularly in class, is an active contributor, shows respect for others. | 1(ii) | 3 | Standard 1: supportive interaction | 14, 15 |
| 2. express themselves clearly and effectively. | speaks and writes in a clear and organized fashion. Uses language appropriately for context. | 1(ii) | 3 | Standard 1: supportive interaction | 19 |
| 3. listen thoughtfully and responsively. | listens and responds appropriately to others, uses feedback in a positive manner. | 1(ii) | 3 | Standard 1: able to self-monitor and adjust ; supportive interaction | 14, 15, 21 |
| 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. | 1(f), 1(i), 1(t), 1(w) | 3 | Standard 1: diversity, reflect on practice | 1, 4, 26, 28, 29, 33 |
| 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. | 1(c), 1(d), 1(e), 1(m), 1(ii) | 3 | Standard 1: diversity; school, family, and community contexts | 2, 5, 9, 10, 11, 22, 34 |
| 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. | 1(c), 1(d), 1(e), 1(m), 1(m), 1(n), 1(o) | 3 | Standard 1: diversity; reflect on practice; school, family, and community contexts | 7, 14, 22 |
| 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. | 1(f), 1(ii), 1(u), 1(v), 1(y) | 3 | Standard 1: school, family, and community contexts; collaboration; inquiry; ongoing evaluation | 12, 25, 26, 28, 29, 30, 35, 37 |
| 8. are committed to mastering best practices informed by sound theory. | seeks theoretical knowledge and regularly connects theory to potential teaching practices. | 1(h), 1(l) | 3 | Standard 1: inquiry; ongoing evaluation | 24, 31, 37 |
| 9. are responsible colleagues. | arrives punctually and prepared for classes and required activities, dresses appropriately, communicates professionally with others. | 1(h), 1(u), 1(v) | 3 | Standard 1: professional growth | 32 |

¹ “The unit’s conceptual framework(s) . . . has outlined the dispositions that the faculty value in teachers and other professional school personnel” p. 13 (Chapter 2) of the NCATE Standards Handbook.