Procedures for Administration of the Professional Dispositions Student Assessment (PDSA)

The purpose of the *Professional Dispositions Student Assessment* (PDSA) instrument is to provide developmental and proactive feedback to teacher candidates over the course of their preparation. The instrument is based on the revised COE *Teacher Education Professional Dispositions and Skills of Fairness, Integrity, Communication, and Commitment*. This instrument is administered each semester in designated EDUC/EDCO and content area classes.

1. At the beginning of the semester, the faculty member reviews the PDSA process with candidates.
2. Candidates complete a self-assessment of the PDSA on paper or electronically and set personal goals. The purpose of this is for the candidate to become familiar with the assessment and set personal goals.
3. Candidates complete a second PDSA self-assessment after the midterm and submit it to LiveText (LT). The faculty member will receive a copy.
4. The faculty member completes the Faculty Evaluation form after the mid-term and prior to the end of the semester in LiveText and shares the form in the candidate’s LT account. The faculty member may refer to the candidate’s self-assessment in completing his/her form.
5. Candidates may be asked by their instructor to reflect on the differences between the faculty and candidate assessments.
6. The faculty member and the candidate each have the right to request a conference to discuss the PDSA.
7. If a faculty member has not had the opportunity to observe a particular behavior, the “No Opportunity to Observe” option is available. “No Opportunity to Observe” ratings do not penalize a candidate.
8. If a student displays a behavior that requires an intervention beyond the scope of the classroom, a *Professional Dispositions and Skills Intervention Form* will be submitted and the established process followed.
9. Aggregated candidate data on the PDSA will be reviewed at the end of each semester.
10. Candidates receiving a rating of “1” on any item will be reviewed and copies of ratings placed in their SAS file.
11. Candidate scores on this instrument will be reviewed at Professional Education Unit Transition Points (Admission to Teacher Education, Admission to Internship, and Program Completion). Any candidate displaying a pattern of unacceptable scores across courses or semesters may be excluded from progression in the program.

**NCATE Definition of Professional Dispositions:**

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.