

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 [COE Professional Dispositions and Skills](#) of Fairness, Integrity, Communication, and Commitment. This instrument is part of a two-tiered system. The PDSA is Tier 1 which involves formative feedback. Tier II is for dispositional issues requiring a formal intervention. In Tier II, the [Professional Dispositions and Skills Concerns Intervention Form](#) is completed.

Getting started with your class:

- It is important to review the PDSA assessment and process with candidates early in the semester. This review should include an explanation of (a) professional dispositions and their importance in their professional development, (b) the obligation of instructor to provide students with formative feedback on professional behaviors, and (c) the instrument itself. You may find the [Dispositions Power Point for Instructors](#), useful for this purpose.
- You may wish for candidates to complete a self-assessment of the PDSA on paper and set personal goals. The purpose of this is for the candidate to become familiar with the assessment and to encourage self-reflective behavior.
- The PDSA should be completed in LiveText at least once during the semester, typically at the end. However, it may be useful to provide formative feedback at the midterm as well.

Completing the rating form in LiveText:

- When rating students in LiveText, the most efficient way to get started is to “select all” students in your class and assign a “Meets Expectations” expectations rating. (Refer to the document, [PDSA LiveText Instructions](#)). Then, if needed, you can unselect individual students or small groups of students that require improvement in specific areas. For any student that receives a rating of “Requires Improvement,” feedback should be provided in the text box.
- The form provides two actions for “Requires Improvement”—“Self Reflect” or “Meeting Required.” The instructor may choose one or both.
- A “Self Reflect” rating means that the student needs to set a personal goal in this area. It may be helpful to explain this to the student in the text box. This outcome encourages students to engage in self-reflection and make informal plans to change identified behaviors in the future.
- A rating of “Meeting Required” means that the student and instructor need to discuss the feedback that has been provided on the form. During this formative feedback meeting, the instructor must specify the behaviors that resulted in the Requires Improvement rating. No corrective plan or penalty is required, as this is still part of the formative feedback. Instructors may choose to have this formative feedback meeting privately or may choose to invite a member of the Dispositions Committee to be present.

- Once the process has been completed, it is important to debrief with the class. The students should be informed that the instrument has been completed in LiveText and the purpose and ratings reiterated.
- Keep in mind that the candidate has the right to request a conference to discuss the PSDA feedback.

The Role of the COE Dispositions Committee

- The COE Dispositions Committee members are available to assist in this process. Committee members can serve as a witness, a note-taker, or as a facilitator for the meeting. Instructors may wish to contact members of the committee for advice on handling difficult discussions or approaches for providing proactive, formative feedback. The instructor has full discretion if a Committee member is present and, if present, what role the Committee member will fulfill.

For Behaviors Requiring a More Structured intervention (Tier II)

- The [*Professional Dispositions and Skills Concerns Intervention Form*](#) serves as the second tier. The Professional Dispositions and Skills Concerns Intervention Form is intended for problems that are in need of an intervention and can be used at any time. In other words, any instructor can use the form for any behavior that that is deemed more severe or appears to need immediate attention. **Procedures for this process can be [found here](#).** In brief, the program area team will meet to determine the appropriate intervention (if any) and the completed forms sent to the Office of Student Academic Services. Any completed Professional Dispositions and Skills Concerns Intervention Forms in the student's file are reviewed by the program area competency review team when determining movement to the next phase in the program, e.g. admission to the program, admission to internship, or program completion.
- Aggregated college-wide data on the PSDA will be reviewed annually. At the end of the semester, a LiveText Report will be run to capture the names of students who were received a Requires Improvement rating. This list will be given to the appropriate Department Chair and program coordinator for *confidential holding*. This data may be reviewed for students with Tier II interventions.

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. Our professional accrediting body, CAEP, expects institutions to assess professional dispositions based on observable behaviors in university and clinical/field settings.