Instructions for Candidates for Completion of the PDSA (Professional Dispositions Student Assessment)

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 PDSA is based on the COE Teacher Education Professional Dispositions and Skills of Fairness, Integrity, Communication, and Commitment as defined by the Winthrop Initial Teacher Preparation Unit Standards Framework. The PDSA will be used in your EDUC/EDOC and program area courses. This process for development of professional dispositions is a requirement for our accreditation and serves to insure that our teacher candidates display positive behaviors that support student learning and development.

The following process will be used to assess and provide feedback on professional dispositions:

1. At the beginning of the semester, you will receive an electronic or paper copy of the PDSA, which you will use to complete a self-evaluation and set goals for the semester. This form is for your use only.

2. At the end of the semester, you will submit a PDSA self-assessment to the professor via LiveText.

3. At the end of the semester, the professor will complete a PDSA on your behavior in the class and will share the results with you via LiveText.

4. The faculty member and you each have the right to request a conference to discuss the PDSA.

5. Professional dispositions will be assessed at other points in the program through the Field Experience Evaluations and Internship Midterm and Final Evaluations.

6. For circumstances requiring a formal intervention, a different process is used. The Professional Dispositions and Skills Intervention Form is completed and submitted to the program area team who designs an intervention to assist the student in addressing the problem. This is used only in situations where informal feedback has not been effective or in serious situations such as plagiarism.

7. Your performance on the PDSA and other measures of dispositions may be considered at Transition Points (e.g., Admission to Teacher Education, Admission to the Internship, Program Completion) for progression in the program. Your progression in the program can be denied or delayed based on evidence of observable behaviors that are inconsistent with COE Teacher Education Professional Dispositions and Skills of Fairness, Integrity, Communication, and
Commitment. The primary purpose of PDSA is to provide you with formative feedback. Denial or delay of progression in the program is an extremely rare occurrence.

**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.