EDA: Educator Disposition Assessment

The EDA is a valid and reliable measure of teacher candidate dispositions used to track and monitor candidate dispositional behaviors as they progress through teacher preparation programs.

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Presentation Goals

- Defining Dispositions
- Disposition Research
- CAEP and Dispositions
- Validity and Reliability Explained
- Construct Validity and Inter-rater Reliability Estimates Associated with EDA
- Benefits of Assessing Dispositions
- A Look at Components of the EDA instrument
- Timeline
Villegas (2007) defined dispositions as an individual’s inclination to act in a particular way under particular circumstances, based on personal beliefs.

Borko, Liston, and Whitcomb (2007) defined dispositions as a person’s tendencies to act in a given manner and are predictive of patterns of action. They also found dispositions candidates demonstrate in either the college classroom or the field are likely to continue into their classrooms when they begin teaching.
Tamim, Colburn, & Karp (2017) noted high-quality teaching is not solely linked to academic credentials. They suggested teacher attitudes (manifested through behaviors) have a significant impact on student performance. They identified three components of high-quality teaching:

1) content knowledge and skills,
2) pedagogical knowledge, and
3) professional dispositions
Research Suggesting Disposition Assessment

- Sanders and Rivers (1996) suggested teacher quality is critically related to the skills and dispositions of the teacher.

- Notar, Riley, Taylor, Thornburg and Cargill (2009) found a strong correlation between the dispositions of teachers and the quality of their students’ learning.
Teachers who possess dispositions favorable to the profession set the tone of the classroom by:

- Developing supportive and encouraging relationships with their students,
- Establishing and implementing behavioral guidelines in ways that promote positive learning outcomes,
- Encouraging cooperation among students;
- Acting as role models for respectful and appropriate communication and exhibitions of prosocial behavior.
Other Assessment Considerations

Disposition elements are included on prominent teacher evaluation instruments including Marzano and Danielson.
Motivation for assessing disposition may be particularly helpful for pre-service teachers to expedite the course of change needed to address problems associated with inappropriate attitudes and actions before and during clinical experiences (Dee & Henkin, 2002).
Educator preparation programs (EPPs) are charged with the responsibility of assessing candidates’ knowledge, skills, and dispositions.

The Council for the Accreditation of Educator Preparation (CAEP) accreditation process as well as that of state departments of education and other professional organizations requires EPPs to develop/use appropriate assessment devices to measure and document candidate dispositions.
CAEP Standards & Disposition

- CAEP Standards 1, 2, 3, and 5 require teacher preparation programs address and assess candidate dispositions.

- The EDA provides abundant evidence for programs using the package to successfully meet each standard.
Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
CAEP Standard 2

Standard 2:
CLINICAL PARTNERSHIPS AND PRACTICE

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
CAEP Standard 3

Standard 3:
CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.
5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.
CAEP Evaluation Framework for EPP-Created Assessments

CAEP uses the term “assessments” to cover content tests, observations, projects or assignments, and surveys. All of these assessment forms are used with candidates. Surveys are often used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers.

Assessments and scoring guides are used by faculty to evaluate candidates and provide them with feedback on their performance. Assessments and scoring guides should address relevant and meaningful attributes of candidate knowledge, performance, and dispositions, aligned with standards. Most assessments that comprise evidence offered in accreditation self-study reports will probably be used by an EPP to examine candidates consistently at various points from admission through exit. These are assessments that all candidates are expected to complete as they pass from one stage of preparation to the next, or that are used to monitor progress of candidates’ developing proficiencies during one or more stages of preparation.

CAEP site teams will follow the guidelines in this evaluation tool and it can also be used by EPPs when they design, pilot, and judge the adequacy of the assessments they create.

<table>
<thead>
<tr>
<th>EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL</th>
<th>CAEP SUFFICIENT LEVEL</th>
<th>EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>A. Administration and Purpose (Inform relevancy)</td>
<td></td>
</tr>
<tr>
<td>a. Use or purpose are ambiguous or vague.</td>
<td>a. The point or points when the assessment is administered during the preparation program are explicit.</td>
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<tr>
<td>b. There is limited or no basis for reviewers to know what information is given to candidates.</td>
<td>b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.</td>
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<tr>
<td>c. Instructions given to candidates are incomplete or misleading.</td>
<td>c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.</td>
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<tr>
<td>d. The criterion for success is not provided or is not</td>
<td>d. The basis for judgment (criterion for success, or what is “good enough”) is made explicit for candidates (or respondents to surveys).</td>
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</table>

+ A. The purpose of the assessment and its use in candidate monitoring or decisions are consequential. |
  b. Candidate progression is monitored and information is used for mentoring. |
  c. Candidates are informed how the instrument works.
The EDA package successfully addresses each component of the CAEP Evaluation Framework to include:

- training
- suggestions for administration and explanation of purpose,
- indicators (aligned to InTASC, and other research-based teacher evaluation frameworks) that require evaluators to judge consequential attributes of candidate proficiencies and standards,
- well defined scoring criteria,
- estimates of reliability to include reported reliability coefficients;
- evidences of construct validity.
Observing Dispositions

The most ideal way to observe professional dispositions is to witness them within the context of the profession, for instance:

- In the college classroom through case studies, simulations, or role play
- In field and clinical experiences monitored by university supervisors and cooperating teachers
The EDA: A Sound Measure of Dispositions

The measurement of teacher dispositions conducted for the development of the EDA was completed with careful consideration of the psychometric properties of the scale being used resulting in sound assessment of “teacher disposition” with reported evidence of construct validity and estimates of inter-rater reliability.
A sound assessment of “teacher disposition” requires evidence of construct validity and estimates of inter-rater reliability.

- Evidence of construct validity suggests that all appropriate dispositional behaviors are included in the measure so that the measure is actually assessing what it is reporting to assess.
- Inter-rater reliability is a statistical measure that determines the level of consistency in rank ordering of ratings across raters. The level of agreement or inter-rater reliability by evaluators is estimated by calculating the correlation between ratings of the same persons between two evaluators.
Validity Evidences

1. A list of possible indicators of disposition was compiled from the literature (N=17)

2. A 5 point Likert scale was created to measure expert ratings of representativeness of each indicator to dispositions (1 not representative at all to 5 very representative).

3. Highly rated indicators were retained (N=11 items retained).

4. Experts consulted to provide descriptions of each indicator to enhance collective understanding. Two items were dropped because of descriptive overlap (N=9 items left).
Methodology

Reliability Estimates

1. Multiple raters scored assessments of disposition of sample ratees (N=30).
2. Inter-rater reliability coefficients (Pearson Product Moment) were calculated for each disposition.
3. Coefficients indicated high levels of agreement between raters (actual coefficients are reported).
Back to Construct Validity

1. CAEP/InTASC standards and Marzano/Danielson teacher evaluation instruments suggest indicators of dispositions. The 9 research derived dispositions should align with other suggested indicators because they are all measuring the same construct.

2. Experts were gathered and tasked with aligning the EDA indicators with dispositional indicators suggested by CAEP/InTASC and evaluation instruments.

3. A Q-sort procedure was used and alignment was confirmed.
To better assure that the descriptions/indicators were aligned with each disposition we asked SMEs from across the nation at a CAEP Conference to rate them on a 5 point Likert Scale.

Results suggested all behaviors rated highly on the scale were retained and serve as the basis for verbiage in the cells.
Dispositions Assessed

The nine EDA dispositions are:

- Oral Communication
- Written Communication
- Professionalism
- Positive Attitude
- Preparedness
- Appreciation of and value for cultural and academic diversity
- Collaboration
- Self-Regulation
- Social Emotional Learning
Three Scoring Levels

- **0-Needs Improvement**: minimal evidence of understanding and commitment to the disposition
- **1-Developing**: some evidence of understanding and commitment to the disposition
- **2-Meets Expectations**: considerable evidence of understanding and commitment to the disposition
# A Look at the EDA

## Educator Disposition Assessment

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
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<tbody>
<tr>
<td><strong>Disposition</strong></td>
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<tr>
<td>1. Demonstrates effective oral communication skills</td>
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<tr>
<td>- Does not consistently model standard English as evidenced by making major errors</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>- Does not vary oral communication to match reading level or evidence of monotony or lack of participation</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>- Choice of vocabulary either too difficult or too simplistic</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td><strong>Disposition</strong></td>
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<tr>
<td>2. Demonstrates effective written communication skills</td>
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<tr>
<td>- Communicates in tones that are harsh or negative as evidenced by failing negative responses</td>
<td>☐</td>
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<tr>
<td>- Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes</td>
<td>☐</td>
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</table>

**Questions:**

Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that dispositions are further explained in the technical manual. Indicators for each disposition are found in the data. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

- 0: Needs improvement
  - Minimal evidence of understanding and commitment to the disposition
- 1: Developing
  - Some evidence of understanding and commitment to the disposition
- 2: Meets Expectations
  - Considerable evidence of understanding and commitment to the disposition
Benefits of EDA

- The EDA instrument is intended to be used at **multiple points** in the program to track and monitor candidate dispositions that are associated with positive learning impact of P-12 students.

- The EDA is used to both **raise concerns** and identify **exemplary dispositional behavior** of students as they progress through a program.

- It can be used initially to assess baseline dispositional data and then used as candidates’ progress through programs to document when changes have occurred in dispositions and under what set of circumstances.
Intervention

- Within the EDA package, EPPs will find a clearly articulated process for intervening when candidates are not demonstrating effective dispositional behaviors or making progress toward improving documented dispositional concerns.
- The EDA can identify gaps for the purpose of intervention.
Cummins and Asempapa (2013) found that dispositions can be taught. Yost (1997) found that dispositions can improve during teacher preparation programs if dispositions foster awareness and reflection.

These findings together suggest that teacher preparation programs can improve dispositions during clinical experiences by providing direct and reflective learning opportunities through undergraduate coursework.
The research team has developed a series of effective disposition development strategies aligned to the dispositional indicators in the instrument.

Therefore, providing EPPs with data informed solutions for teacher candidate dispositional growth.
<table>
<thead>
<tr>
<th>Timeframe/Program Point</th>
<th>Task</th>
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<tbody>
<tr>
<td>Freshman Year</td>
<td>Introductory Education Course:</td>
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<tr>
<td>Semester 1</td>
<td>• Introduce the <strong>Educator Disposition Assessment</strong> (EDA) instrument to the students.</td>
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<td>• Students self-assess using the EDA instrument in class to familiarize themselves with program dispositional expectations.</td>
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<td></td>
<td>• The professor assesses each student using the EDA at the end of the semester and conducts individual conferences with each candidate to share results.</td>
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<td>Timeframe/Program Point</td>
<td>Task</td>
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</table>
| Freshman-Sophomore Year | Second Education Course:  
  - Students read, analyze, and reflect on the research related to teacher dispositions.  
  - In class, students will engage in disposition development activities. |
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<tr>
<td>Admission into the Department of Education Teacher Preparation Programs</td>
<td>Applicants are required to read and sign a statement as part of their admission paperwork into the teacher education program acknowledging the use and purpose of the EDA. If students in the education major have participated in formal supervised field experiences, simulations, or peer teaching prior to program admission it is appropriate to use the EDA as a component of the application process.</td>
</tr>
<tr>
<td>Timeframe/Program Point</td>
<td>Task</td>
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<tr>
<td>Senior Year Semester 1</td>
<td>The <em>Educator Disposition Assessment</em> (EDA) instrument is included for review as part of the intern application. The EDA form must be completed by an Education faculty who taught the candidate in the course selected by the institution.</td>
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### Timeline

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<tr>
<td>Senior Year Semester 2 – At the completion of the final internship</td>
<td>The practicum professor who oversees the field experience during the final internship completes the <strong>Educator Disposition Assessment (EDA)</strong> instrument at the completion of the practicum experience.</td>
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</table>
Adopting institutions participate in annual calibration training exercises conducted by the EDA Team.

Participants earn a certificate of completion to document training efforts for accreditation purposes.
What’s Next?

- The Educator Disposition Assessment (EDA)

- Coming Fall 2018: *Psychometrically-Sound Assessments of Candidate Performance Aligned to CAEP/InTASC Standards*
  - Classroom Management Plan
  - TWS/Student Impact series of tasks
    - Assessing Reading/Running Records (initial teaching reading course)
    - Diagnostic/Prescriptive Reading Research Brief (diagnostic reading course)
    - Teacher Work Sample Impact on Student Learning: Reading Group Lessons/K-6 (final internship)
Classroom Management Plan

Format

- Name of Task
- Task Overview
- Standards Met
- Specific InTASC Standards Assessed
- Academic Contextualization & Prerequisites
- Progression Over Time
- Description of Task

Rubric

<table>
<thead>
<tr>
<th>Bloom's Taxonomy</th>
<th>Domain/Component Level/Value</th>
<th>Standard/Competency Skill</th>
<th>Unsatisfactory</th>
<th>Progressing</th>
<th>Accomplished</th>
<th>Exemplary</th>
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Academic Contextualization & Prerequisites

- Philosophy Statement
  - IntASC #2: Learning Environment Progression Level 1
  - The teacher is responsive and supportive, creating a culturally rich and inclusive learning environment where students are engaged and motivated.

Prerequisites

- The teacher has a deep understanding of student needs and culturally responsive teaching practices.

Progression Over Time

- Performance Levels
  - 1: The candidate demonstrates a clear understanding of classroom management strategies, but lacks the ability to apply them effectively.
  - 2: The candidate demonstrates classroom management strategies and can apply them effectively, but lacks the ability to modify them based on student needs.
  - 3: The candidate demonstrates classroom management strategies and can apply them effectively, and is able to modify them based on student needs.

Description of Task

- The teacher creates a positive learning environment that fosters student engagement and academic success.

- Strategies include:
  - Establishing clear expectations and routines.
  - Using positive reinforcement and praise.
  - Incorporating group and individual activities.
  - Providing feedback that is constructive and encouraging.
  - Creating a safe and welcoming classroom atmosphere.

- The teacher is responsive to student needs and adapts instruction to meet diverse learning styles.

- The teacher collaborates with colleagues to enhance classroom management and student engagement.
Teacher Work Sample/Impact

Format

- Name of Task
- Task Overview
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- Specific InTASC Standards Assessed
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- Description of Task

Rubric

<table>
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<tr>
<th>Teacher Work Sample (TWS) Grading Rubric Elementary Education</th>
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<tr>
<td><strong>Performance Levels</strong></td>
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<tr>
<td><strong>Centennial Factors</strong></td>
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<tr>
<td><strong>Progression Level 3</strong></td>
</tr>
<tr>
<td>The teacher collaborates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1a; 1b)</td>
</tr>
<tr>
<td>InTASC Standard #1: Learning Development 1(a) The teacher collaborates with families, colleagues, and other professionals to promote learner growth and development.</td>
</tr>
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</tr>
<tr>
<td><strong>Centennial Factors</strong></td>
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<td><strong>Progression Level 3</strong></td>
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<tr>
<td>The teacher collaborates minimally with stakeholders and shared mind, irrelevant, or unsubstantiated knowledge of the characteristics of the community, school, classroom, and specific setting that may have an impact on learner growth and development.</td>
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</tr>
<tr>
<td>The teacher collaborates and interprets the contextual factors surrounding the learner and the learning environment by effectively collaborating with multiple stakeholders and assessing reliable resources to determine how these factors may impact learner growth and development.</td>
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</table>
Please contact Watermark regarding the use of the Educator Disposition Assessment instrument. Contact Educational Dispositional Associates, LLC for further questions. edaconsulting3@gmail.com
Works Cited and Suggested Reference Materials


