

# 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.

GINA ALMERICCO, PH.D.  
PATTIE JOHNSTON, PH.D.  
ADRIANNE WILSON, ED.D.



# 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

# Dispositions Defined

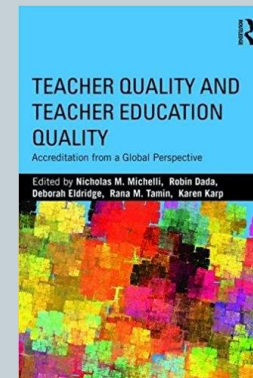


- Villegas (2007) defined dispositions as an individual's inclination to act in a particular way under particular circumstances, based on personal beliefs.
- Borko, Liston, and Whitcomb (2007) defined dispositions as a person's tendencies to act in a given manner and are predictive of patterns of action. 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.

# Dispositions in Teacher Education



- 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.

# Research Summarized



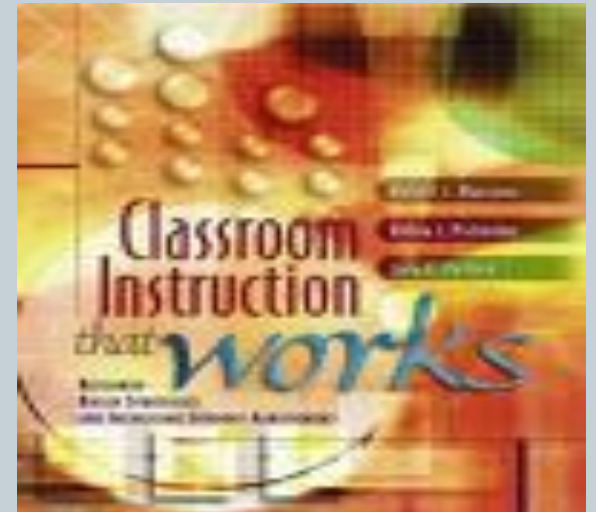
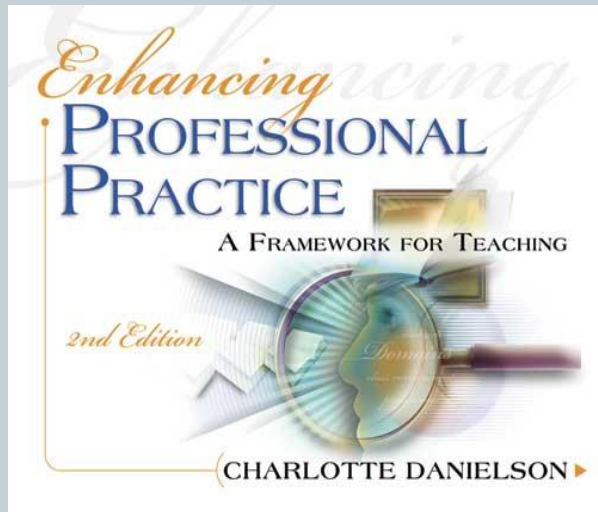
Teachers who possess dispositions favorable to the profession set the tone of the classroom by:

- 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



Dispositional elements are included on prominent teacher evaluation instruments including Marzano and Danielson.



# Positive Links to Educational Outcomes



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).



# Accreditation Requirements



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.



Council for the  
Accreditation of  
Educator Preparation



# 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.

# CAEP Standard 1



## **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.

# CAEP Standard 5



## **Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT**

- 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 EVALUATION FRAMEWORK FOR EPP-CREATED ASSESSMENTS

**For use with:** Educator preparation provider (EPP)-created assessments, including subject and pedagogical content tests, observations, projects, assignments, and surveys

**For use by:** EPPs to evaluate their own assessments and by CAEP site teams to review evidence in self-study submissions

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.

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
<p style="text-align: center;"><b>-</b></p> <ul style="list-style-type: none"> <li>a. Use or purpose are ambiguous or vague.</li> <li>b. There is limited or no basis for reviewers to know what information is given to candidates.</li> <li>c. Instructions given to candidates are incomplete or misleading.</li> <li>d. The criterion for success is not provided or is not</li> </ul>	<p><b>1. ADMINISTRATION AND PURPOSE</b> (informs relevancy)</p> <ul style="list-style-type: none"> <li>a. The point or points when the assessment is administered during the preparation program are explicit.</li> <li>b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.</li> <li>c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.</li> <li>d. The basis for judgment (criterion for success, or what is “good enough”) is made explicit for candidates (or respondents to surveys).</li> </ul>	<p style="text-align: center;"><b>+</b></p> <ul style="list-style-type: none"> <li>a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential.</li> <li>b. Candidate progression is monitored and information is used for mentoring.</li> <li>c. Candidates are informed how the instrument</li> </ul>

# CAEP Evaluation Framework



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



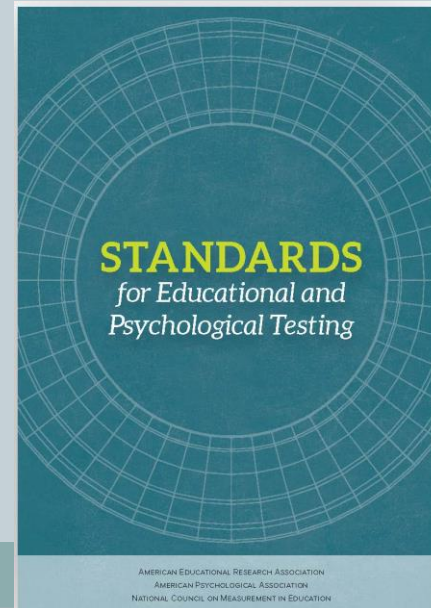
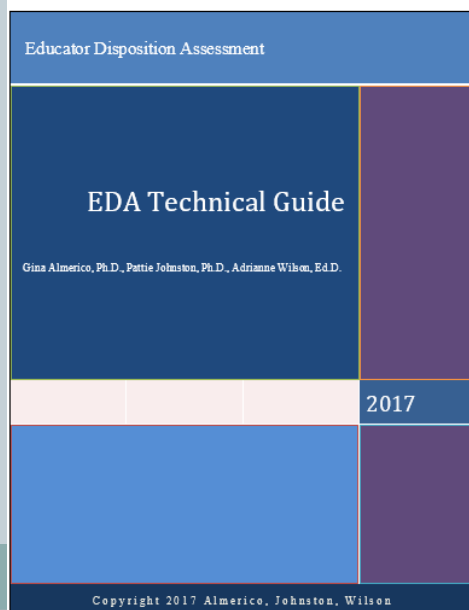
The most ideal way to observe professional dispositions is to witness them within the context of the profession, for instance:

- 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.



# Psychometric Features of Sound Measures of Teacher Dispositions



- 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.

# Methodology



## 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 rates (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).

# Survey Content



## 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.

# Back to Construct Validity Continued.....



- 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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Directions: 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 italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. 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

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not consistently model Standard English as evidenced by making major errors</li> <li><input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation</li> <li><input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Models Standard English and makes common and noticeable errors</li> <li><input type="checkbox"/> Strives to vary oral communication as evidenced by some students demonstrating a lack of participation</li> <li><input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Models Standard English with a high level of competence as evidenced by no errors</li> <li><input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors</li> <li><input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary</li> </ul>

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses</li> <li><input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses</li> <li><input type="checkbox"/> Demonstrates common errors in spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses</li> <li><input type="checkbox"/> Demonstrates precise spelling and grammar</li> </ul>

# 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.

# Teaching Candidates Dispositions



- 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.

# Evidence-Based Solutions



- 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.

# Timeline



Timeframe/Program Point	Task
Freshman Year  Semester 1	Introductory Education Course: <ul style="list-style-type: none"><li data-bbox="987 505 1818 676">• Introduce the <b>Educator Disposition Assessment (EDA)</b> instrument to the students.</li><li data-bbox="987 725 1818 972">• Students self-assess using the <b>EDA</b> instrument in class to familiarize themselves with program dispositional expectations.</li><li data-bbox="987 1021 1818 1322">• The professor assesses each student using the EDA at the end of the semester and conducts individual conferences with each candidate to share results.</li></ul>

# Timeline



<b>Timeframe/Program Point</b>	<b>Task</b>
Freshman-Sophomore Year	<b>Second Education Course:</b> <ul style="list-style-type: none"><li>• Students read, analyze, and reflect on the research related to teacher dispositions.</li><li>• In class, students will engage in disposition development activities.</li></ul>



# Timeline



## Timeframe/Program Point

## Task

Admission into the Department of Education Teacher Preparation Programs

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.

# Timeline



Timeframe/Program Point	Task
Senior Year Semester 1	<p>The <b>Educator Disposition Assessment (EDA)</b> 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.</p>

# Timeline



Timeframe/Program Point	Task
Senior Year Semester 2 – At the completion of the final internship	The practicum professor who oversees the field experience during the final internship completes the <b>Educator Disposition Assessment (EDA)</b> instrument at the completion of the practicum experience.

# Calibration Training



- 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

Classroom Management Plan Rubric

Bloom Taxonomy Cognitive Domain Level/Webb's Depth of Knowledge Levels	Standard/ Competency/Component/ Skill	Unacceptable	Progressing	Accomplished	Exemplary
	Performance Levels	0	1	2	3
Analysis/ Extended Thinking	Philosophy Statement InTASC #9 Professional Learning and Ethical Practice Progression Level 1 1.3 The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (7d)	The candidate's philosophy of classroom management lacks depth and is superficial. Theoretical concepts were not addressed. Apparent lack of resources consulted with a statement that it is incomplete and unclear.	The candidate describes classroom management strategies/activities however, did not address specific theories related to classroom management. The explanation of why the theories are a good personal fit needs further development.	The candidate formulates a personal philosophy of classroom management that incorporates 2 or more specific theories of classroom management and explains why the theories chosen are a good personal fit.	The candidate formulates an insightful personal philosophy of classroom management that critically examines and incorporates 2 or more specific theoretical constructs of classroom management theory that fit his/her values, beliefs, and experiences and compounds upon why there is a good personal fit.
Synthesis/ Creation/ Extended Thinking	Philosophy Statement Alignment to the Classroom Management Plan InTASC #3 Learning Environment Progression Level 1 1-1.4 The teacher is a responsive and supportive learner, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (2d, 2e)	The Philosophy Statement is not well developed and lacks coherence. There is little to no discussion of the role of the teacher and the learners. There is lack of alignment to the Classroom Management Plan.	The Philosophy Statement includes a partially developed philosophy of education. The discussion the role of the teacher and the learners need further development. The alignment to the Classroom Management Plan is adequate but not exact.	The Philosophy Statement includes a philosophy of education that discusses the role of the teacher and his/her responsiveness to diverse learners with good alignment to the Classroom Management Plan.	The Philosophy Statement includes a well-formulated, thoughtful and insightful philosophy of education that thoroughly discusses the role of the teacher and his/her responsiveness to diverse learners with strong alignment to the Classroom Management Plan.

# Teacher Work Sample/Impact

## Format

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

## Rubric

Teacher Work Sample (TWS) Grading Rubric  
Elementary Education

Blooms Taxonomy Cognitive Domain Level/ Webb's Depth of Knowledge Levels	Progression for Standards #1 & #2 Learner Development & Learning Differences  1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.	Unacceptable	Progressing	Accomplished	Exemplary
Application/ Extended Thinking	<p>Performance Levels</p> <p>Progression Level 3 The teacher communicates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1c; 1k)</p> <p>InTASC Standard #1: Learner Development 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	The candidate did not appear to collaborate with stakeholders and shared limited, irrelevant, or unsubstantiated knowledge of the characteristics of the community, <del>the</del> classroom, and specific reading group that may have an impact on learner growth and development.	The candidate collaborated minimally with stakeholders and shared one or two resources to try to become aware the learner and learning environment that may impact learner growth and development.	The candidate collaborated with stakeholders and researched resources to discover how the contextual factors surrounding the learner and the learning environment <del>may</del> impact learner growth and development.	The candidate accurately researched and inspected the contextual factors surrounding the learner and the learning environment by effectively collaborating with multiple stakeholders and researching reliable resources to determine how these factors may impact learner growth and development.
Evaluation/ Strategic Thinking	<p>Performance Levels</p> <p>Progression Level 3 The teacher communicates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1c; 1k)</p> <p>1(k) The teacher values the input and contributions of families, colleagues, and other</p>	The candidate's communication plan for learners, their families and stakeholders failed to effectively describe how to identify learner growth and needs and demonstrated minimal understanding of how collaboration with	The candidate described a communication plan with learners, their families and stakeholders to identify learner growth and needs, that demonstrated some understanding of how collaboration with these stakeholders	The candidate formulated and implemented a comprehensive plan for effective regular communication with learners, their families and relevant stakeholders to share learner growth and needs, thereby exhibiting a good understanding of how	The candidate formulated and implemented an in-depth plan for effective regular communication with learners, their families and relevant stakeholders to effectively apprise them of learner growth and needs, thereby exhibiting an excellent

ANY  
QUESTIONS  
?

Please contact Watermark regarding the use of the Educator Disposition Assessment instrument.

Contact Educational Dispositional Associates, LLC for further questions.  
[edaconsulting3@gmail.com](mailto:edaconsulting3@gmail.com)



# Works Cited and Suggested Reference Materials



- American Educational Research Association, American Psychological Association & National Council on Measurement in Education. (1999). *Standards for Educational and Psychological Testing*. Washington, DC: American Psychological Association.
- Borko, H., Liston, D., & Whitcomb, J. Apples and fishes: The debate over dispositions in teacher education. *Journal of Teacher Education*, 58, 359-364.
- Brewer, R., Lindquist, C. & Altemueller, L. (2011). The disposition improvement process. *International Journal of Instruction*, 4, 206-216.
- Council for the Accreditation of Educator Preparation [CAEP]. (2013). *CAEP accreditation standards*. Retrieved from [caepnet.org/accreditation/standards/](http://caepnet.org/accreditation/standards/)
- Council of Chief State School Officers. (2011, April). *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core*.
- Cummins, L. & Asempapa, B. (2013). Fostering teacher candidate dispositions in teacher education programs. *Journal of the Scholarship of Teaching and Learning*, 13(3), 99-119.
- Dam, M., Nixon, A., & Packard, A. (2010). Teacher Dispositions and Contract Non-Renewal. *Planning and Changing*, 41(3/4), 210-219.
- Danielson, C., Axtell, D., & McKay, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. ASCD.
- Dee, J. & Henkin, A. (2002). Assessing dispositions toward cultural diversity among preservice teachers. *Urban Education*, 37, 22-39.
- Johnston, P., Almerico, G., Shapiro, M., & Henriott, D. (2011). Descriptions of dispositions for assessment in pre-service teacher education field experiences. *Education*, 132, 392-402.
- Jennings, P & Greenberg, M. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, Vol. 79, No. 1, pp. 491-525.
- Marzano, R. & Brown, J. (2009). *A handbook for the art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Council for Accreditation of Teacher Education (2001). *Professional standards for the accreditation of schools, colleges, and departments of education*. Washington, DC: CAEP.

# Works Cited and Suggested Reference Materials



- Nixon, A., Dam, M. & Packard, A. (2010). Teacher disposition and contract non-renewal. *Planning and Changing*, 41, 210-219.
- Notar, C., Riley, G. & Taylor, P. (2009). Dispositions: Ability and assessment. *International Journal of Education*, 1, 2-14.
- Rike, C. & Sharp, L. (2008). Assessing preservice teachers' dispositions: A critical dimension of professional preparation. *Childhood Education*, 84, 150-155.
- Rousseau, D. (1989). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage Publications.
- Schulte, L., Edick, N., Edwards, S. & Mackiel, D. (2004). *The development and validation of the Teacher Dispositions Index*. Unpublished manuscript, Department of Education, University of Nebraska, Omaha, Nebraska.
- Stewart, P. & Davis, S. (2009). *Developing dispositions of preservice teachers through membership in professional organizations*. Unpublished manuscript, Department of Education, Arkansas State University Mountain Home. Mountain Home, Arkansas.
- Tamim, R.M., Colburn, L.K., & Karp, K. (2017) High-quality Teachers for High-impact Learning. In Michelli, N.M., Dada, R., Eldridge, D. Tamin, R.M. & Karp, K. (Eds.) *Teacher Quality and Teacher Education Quality*. (pp.3-18). New York: Routledge.
- Taylor, R. & Wasicsko, M. (2000, November). *The dispositions to teach*. Paper presented at SRATE, Kentucky.
- Yost, D. (1997). The moral dimensions of teaching and pre-service teachers: Can moral dispositions be influenced? *Journal of Teacher Education*, 48, 281– 292.