

Educator Disposition Assessment (EDA)
Inter-rater Reliability Training
March 1, 2022

Present: Ann McCoy, Carol Dunn, Debbie Abdoler, Danna Brandt, Linda Walsh, Vicki Hartsell, Karen Loman, Marc Hill, Lesi Smart, Sandra Haight, Sally Bowerman, Brock Mercer, Janet Bryan, Kath Nash, Krystle Gremaud, Jan Cox, Patricia Hile, David Adams, Jackson Thomas, Jana Rhame, Janell Allred, Shelly McCain, Kelly Sobaski, Larae Watkins, Andi Dieckman, Karen Lower, Amanda Brewer, Chelsea Everly Orman, Mick Luehrman, Karen Pickett, Sally Bowerman, Bernadette Brewer, Kitty Brant, LeaRae Porta, Cindy Barnhart, Regan Hayes

Link to presentation: [Link](#)

Agenda:

- 1) Reminder of history of dispositions assessment at UCM
- 2) Discussion of adoption of EDA
 - a) Process
 - b) Reliability and validity
 - c) Need to establish inter-rater reliability
- 3) Small group work
 - a) Read scenario
 - b) Discuss as a group
 - c) Determine a group rating for each
 - d) Choose group spokesperson
- 4) Whole group discussion
 - a) For each scenario:
 - i) Discuss each scenario
 - ii) Groups share their rating and rationale tied to rubric
 - iii) Whole group discussion of ratings
 - iv) Share the rating assigned by developers of assessment

Educator Disposition Assessment

Rater Reliability Training
March 1, 2022

Disposition 1 - Oral Communication

A teacher candidate is being observed for a classroom observation. While giving instructions to the class, the teacher candidate states, "I want each student to place their name in the top corner of the paper. Then I want you to respond to this statement: The two reasons the character in our story failed to reach her goal was lack of motivation and time."

Qualifier	Associated indicators		
Exceeds Expectations Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
1a	<ul style="list-style-type: none"> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice 	<ul style="list-style-type: none"> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors 	<ul style="list-style-type: none"> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
1b	<ul style="list-style-type: none"> Does not vary oral communication to motivate students as evidenced by monotone voice with little lack of student participation 	<ul style="list-style-type: none"> Strives to vary oral communication as evidenced by some students demonstrating a lack of participation 	<ul style="list-style-type: none"> Varies oral communication as evidenced by encouraging participatory behavior
1c	<ul style="list-style-type: none"> Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> Communicates at an age appropriate level as evidenced by explaining content-specific vocabulary

Rating: 1 (Developing)

Rationale for Rating:

The intern's oral language had an error in agreement. For example, "failed to reach her goal was lack of" should state "failed to reach her goal were lack of".
Clarity issues – multiple step directions.

Raters must consider the frequency and severity of the mistakes in making this judgment.

Feedback for incorrect answers

Disposition 2: Written Communication

The following is an email sent by a teacher candidate to the professor regarding the grade received on an assignment.

Good afternoon,

I would like to know if you have any availability to meet and discuss the grade I received for the presentation. I am looking at the rubric from the syllabus and am confused on the grading since you failed to provide an example of a presentation and there was no other requirement other than a 15 minute time limit that I tried to accommodate.

(No Signature Provided)

Objective Associated Objective Written Communication Skills	Associated Indicators		
	Needs Improvement 0	Developing 1	Meets Expectations 2
2a	<input type="checkbox"/> Communicates in tones that are harsh or negative or evidenced by fostering negative responses	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses
2b	<input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Demonstrates common errors in spelling and grammar	<input type="checkbox"/> Demonstrates precise spelling and grammar

Rating: 0 (Needs Improvement)

Rationale for Rating:

The salutation did not address the professor by name, although subtle, this may be construed as disrespectful. The teacher candidate's tone was accusatory when she stated "you failed to provide an example" and insinuated that the rubric (written by the professor) contained a lack of guidance. There was no closing or signature.

Disposition 3: Demonstrates Professionalism

The cooperating teacher asked that the teacher candidate submit her lesson plans by Thursday morning. The student candidate arrived at school on Thursday and shared that she did not have her lesson plans because she had a family emergency, but she would be able to submit them by the following morning. This is the second time the student candidate has failed to submit her plans on time.

Disposition	Associated Indicators		
	Needs Improvement 2	Developing 1	Meets Expectations 3
3 3a	<input type="checkbox"/> Does not respond to communications and does not submit all assignments	<input type="checkbox"/> Delayed response to communications and late submission of assignments	<input type="checkbox"/> Responds promptly to communications and submits all assignments
3b	<input type="checkbox"/> Fails to exhibit punctuality and/or attendance	<input type="checkbox"/> Not consistently punctual and/or has absences	<input type="checkbox"/> Consistently exhibits punctuality and attendance
3c	<input type="checkbox"/> Crosses major boundaries of ethical standards of practice	<input type="checkbox"/> Crosses minor boundaries of ethical standards of practice	<input type="checkbox"/> Maintains professional boundaries of ethical standards of practice
3d	<input type="checkbox"/> Divulges inappropriate personal life issues of the classroom/ workplace as evidenced by uncomfortable responses from others	<input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum	<input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace
3e	<input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolized conversation	<input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Rating: 1 (Developing)

Rationale for Rating:

The teacher candidate has demonstrated repeated behavior in submitting her lesson plans late. She needs to strive to submit required reports accurately and on time.

Disposition 4: Demonstrates a Positive and Enthusiastic Attitude

A struggling student receives her final grade on her research paper and has earned an "A". The student excitedly shares her good grade with the teacher candidate. The teacher candidate does not show excitement and instead tells the student to have a seat.

Disposition	Associated Indicators		
	Needs Improvement 2	Developing 1	Meets Expectations 3
4 4a	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions	<input type="checkbox"/> Seeks solutions to problems with prompting	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining
4b	<input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/strategies	<input type="checkbox"/> May resist change to new ideas/strategies that are suggested yet is often unsure of how to proceed	<input type="checkbox"/> Uses new ideas/strategies that are suggested
4c	<input type="checkbox"/> Demonstrates a negative affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Demonstrates an appropriate positive affect with students as evidenced by verbal and non-verbal cues

Rating: 1 (Developing)

Rationale for Rating:

The teacher candidate does not demonstrate sufficient enthusiasm and displays a dismissive attitude toward the student who received a good grade. The teacher candidate missed an opportunity to demonstrate positive affect.

Disposition 5: Demonstrates a Preparedness for Teaching and Learning

Scenario: A teacher candidate in her final internship was being observed by the university supervisor who had reviewed her lesson plan prior to the observation and made some specific suggestions for improvement. After the observation, the candidate and supervisor collaborated on next action steps to improve. A follow up observation occurred two weeks later to allow the candidate to demonstrate improvement. The teacher candidate demonstrated no improvements and the actions steps were not evident during the observation.

Disposition 5. Demonstrates preparedness for teaching and learning (Common to all candidates)	Associated Indicators		
	Needs Improvement 0	Developing 1	Meets Expectations 2
00	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed
01	<input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	<input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	<input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance
02	<input type="checkbox"/> Comes to class unprepared and without needed materials	<input type="checkbox"/> Comes to class with some plans and most needed materials	<input type="checkbox"/> Comes to class prepared and with all needed materials
03	<input type="checkbox"/> Does not have awareness to other lessons in progress as evidenced by declining to change when needed	<input type="checkbox"/> Aware that work is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Aware lessons in progress when needed as evidenced by ability to change plan/lesson to overcome the deficit

Rating: 0 (Needs Improvement)

Rationale for Rating:

The candidate did not show any improvements during the follow up observation and no apparent efforts were made to improve.

Disposition 4: Exhibits an Appreciation of and Value for Cultural and Academic Diversity

Prior to the start of class, the teacher candidate overhears one student putting down another student because of his clothing and shoes. The teacher candidate does not address the negative behavior and tells herself, "kids will be kids."

Disposition	Needs Improvement	Developing	Meets Expectations
1 Disposition 4: Exhibits an Appreciation of and Value for Cultural and Academic Diversity			
0	<input type="checkbox"/> Demonstrates a lack of awareness of the needs of students.	<input type="checkbox"/> Goes through the motions of addressing the needs of students.	<input type="checkbox"/> Expresses an interest in addressing the needs of students with a goal of understanding.
1	<input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behavior of students.	<input type="checkbox"/> Demonstrates a safe classroom with one instance of ignoring negative behavior of students.	<input type="checkbox"/> Creates a safe classroom with one instance of response to others as evidenced by ignoring negative student behavior.

Rating: 0 (Needs Improvement)

Rationale for Rating:

The teacher candidate did not address the obvious negative behavior, which perpetuates an environment that does not value differences of others.

Disposition 7: Collaborates Effectively with Stakeholders

During a team meeting, teachers were working on a unit of instruction. The teacher candidate was very forward with her ideas, disrupted the conversation and stopped others from contributing. During the meeting one teacher offered a suggestion and the teacher candidate abruptly asserted, "No, that won't work!"

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Component: 4c Standard: 51, 52 SDASD: 131, 133 For: 701	Needs Improvement 4	Developing 1	Meets Expectations 2
7a	<input type="checkbox"/> Is inflexible as evidenced by inability to work with others and does not accept inputs constructively	<input type="checkbox"/> Demonstrates some flexibility	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts inputs constructively
7b	<input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interrupting and talking over others	<input type="checkbox"/> Maintains a respectful tone in most circumstances but a not consistent	<input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
7c	<input type="checkbox"/> Rarely collaborates or shares strategies and ideas, even when prompted	<input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Rating:0 (Needs Improvement)

Rationale for Rating:
The teacher candidate does not demonstrate the ability to accept others ideas and opinions in a respectful manner.

Disposition 8: Demonstrates Self-regulated Learner Behavior/Takes Initiative

The teacher candidate asked his cooperating teacher a simple question about the content of an upcoming lesson (which he could have found the answer to if he looked) rather than proactively seek the answer to the question on his own.

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behavior/takes initiative Component: 4c Standard: 57 SDASD: 131, 133 For: 701	Needs Improvement 4	Developing 1	Meets Expectations 2
8a	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or seeking of requests for support	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support
8b	<input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of options in work	<input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing effective and effective teaching ideas	<input type="checkbox"/> Researches and implements most effective teaching ideas as evidenced by using works identified

Rating: 1 (Developing)

Rationale for Rating:

The rating would have been a "2" if the question was difficult and warranted the assistance of the cooperating teacher.

The rating would have been a "0" if the candidate consistently demonstrates the behavior.

Disposition 8: Demonstrates Self-regulated Learner Behavior/Takes Initiative

The teacher candidate conducted a Diagnostic/Prescriptive Reading Report by working throughout the entire semester with a struggling reader at local elementary school to determine reading strengths and weakness based on a series of informal assessments he administered. The candidate analyzed, evaluated, and synthesized the assessment results to devise an effective research-based tutorial program that was designed to correct his student's skills and performance deficiencies. The written report was comprehensive and included a bibliography of all resources used.

Disposition	Associated Indicator		
8. Demonstrates self-regulated learner behavior/takes initiative Competency #4 Standard #7 (SAC) EFL, EFL, TOL, L200	Meets Expectations 2	Developing 1	Meets Expectations 3
2a	<input type="checkbox"/> Unable to self-correct own weaknesses as evidenced by not asking for support or avoidance of requests for support	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support
2b	<input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing work submitted

Rating: 2 (Meets Expectations)

Rationale for Rating: The teacher candidate effectively researched the reading challenges demonstrated by the student and uncovered effective remedial strategies to positively impact student learning.

Disposition 9: Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

The female teacher candidate has a male cooperating teacher who has been working with the candidate to help her improve engagement strategies. The cooperating teacher decided to schedule a meeting with the candidate and university supervisor to discuss needed improvements. During the meeting the candidate shouted in an outburst at the cooperating teacher, "Why do you hate me?" The teacher candidate then proceeded to leave the meeting.

Disposition	Assessment Indicators		
	Needs Improvement	Developing	Meets Expectations
9a	<ul style="list-style-type: none"> Demonstrates emotional and social regulation or awareness by responding to negative events 	<ul style="list-style-type: none"> Demonstrates ability to regulate after other receives a cue or opportunity to regulate 	<ul style="list-style-type: none"> Demonstrates automatic nature and self-regulation in situations requiring self-control during conflict
9b	<ul style="list-style-type: none"> Does not demonstrate automatic and reflexive fight or flight used by group or team 	<ul style="list-style-type: none"> Demonstrates presence of a reflexive fight, start of the line 	<ul style="list-style-type: none"> Demonstrates automatic and reflexive fight or flight and attempts to calm through group thinking
9c	<ul style="list-style-type: none"> Demonstrates tendency to begin or others at beginning of line of conversation and appropriate social boundaries 	<ul style="list-style-type: none"> Demonstrates ability to begin or others near of the line 	<ul style="list-style-type: none"> Demonstrates tendency to begin or others at beginning of conversation and appropriate social boundaries

Rating: 0 (Needs Improvement)

Rationale for Rating:

The teacher candidate's outburst indicated she did not possess the emotional regulation/ability to respond in a socially acceptable manner to the situation at hand. Her comment to the cooperating teacher was extreme and inappropriate. Unchecked emotional reactions like the one witnessed in this scenario are not appropriate in a professional setting.