Professional Disposition Summary

**Spring 2020**

The Professional Disposition is one of the EPP signature assessments originally developed as an EPP-created rubric.

**Fall 2017**

* Developed by a group of faculty
* October 12 Reliability and Validity
* October 13 Disposition Scorer Training
* December 1 Introduced to faculty at SOEC meeting

# PNW SOEC EPP-CREATED SIGNATURE ASSESSMENT 1

**Professional Behavior Evaluation for Candidate Admission to Program**

**October 12, 2017**

**Administration and Purpose:** This assessment instrument was created to meet CAEP Standard 3.3 that requires educator preparation providers to establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The instrument is used to measure candidates’ professional behaviors demonstrated before they are admitted to the educator preparation programs. Evaluation categories are aligned with CAEP Standard 3.3, InTACT Standards 3 and 9, and Indiana RISE Teacher Effectiveness Rubric 2.0 that focuses on Core Professionalism.

**Data Reliability**: The assessment instrument is first introduced to the scorers in the semester before they use the instrument. The scorers complete the online training a week before the academic semester starts. In order to receive credit for completion of the training, the scorers must receive a score of 80% on the ten quiz questions related to the assessment instrument. The scorers are expected to explain how to use the instrument and the expectation of the assessment (e.g., attendance policies, what consider as timely manner) to candidates in the first meeting/class when they meet face to face. There are at least 2 scorers who will use the instrument to evaluate the same candidate’s professional behavior performances in two Education foundation courses or an Education foundation course with a field experience component in the same semester before candidates are admitted to the program. A *PNW EPP Professional Behavior Evaluation for Candidate Admission to Program Consensus Sheet* is provided for the scorers and candidate to use during the formative midterm and summative final three-way conferences. The scorers and candidate are expected to provide evidence to support their scores in the conference meetings. The midterm and final three-way conferences ensure the perspectives of each member of the evaluation process are taken into consideration and ensure the inter-rater agreement and reliability.

**Data Validity**: Four full-time faculty members of the Elementary, Early Childhood, and Elementary/Special Education programs formed a panel to revise and develop the rubric for evaluating candidates’ professional behaviors for the purpose of admission selectivity in December 2016. The draft of the rubric was completed in January 2017. The rubric was piloted in Spring 2017. Five full-time faculty members of the Elementary, Early Childhood, and Elementary/Special Education programs voluntarily participated in the pilot study in Spring 2017. After the mid-term evaluation in March 2017, they met and established the content validity of the rubric using Lawshe method for gauging agreement among 5 expert scorers regarding how essential specific indicators are on the instrument. Among the 11 indicators, the CVR of 2 items (flexibility & continuous growth) are below 0.3, 3 items (preparedness, appearance and reflection) are 0.6, and 6 items (attendance, respectfulness, following institutional policies, collaboration, communication, and integrity/honesty) are 1.0. The panel decided to select the items that meet CVR 0.6 and above to be the indicators of the assessment instrument. The assessment instrument will be piloted again to collect candidates’ feedback in Spring 2018, and will be fully implemented in Fall 2018.

## PNW EPP-Created Assessment: Professional Behaviors Rubric for Candidate Admission to Initial Educator Preparation Programs

PNW educator preparation program course instructors and other institutional professionals use this rubric to assess a candidate’s professional behaviors and attitudes before candidates are admitted to the educator preparation programs. The “Comments” column can be used for acknowledging a candidate’s particular professional behaviors that exceed the expectations and providing feedback on particular professional behaviors that the candidate can improve.

| **Professional Behaviors** | **Meets Expectations**  **2.00** | **Does Not Meet Expectations Yet**  **1.00** | **Comments** |
| --- | --- | --- | --- |
| Attendance  RISE 2.0  InTASC 9  CAEP 3.3 | Candidate meets attendance policy as required by syllabus and school policy. Candidate checks email or logs into course management system regularly and responds to all communication from instructors/host teachers in a timely manner. | Candidate does not meet attendance policy as required by syllabus or school policy; e.g. tardiness, early departures, and/or absences without acceptable reasons. Does not check email or log into course management system on a regular basis. |  |
| Respectfulness  RISE 2.0  InTASC 3  CAEP 3.3 | Candidate displays respect for course instructors, peers, school faculty and staff, parents, learners, and self. Candidate displays respect for school & family culture. | Candidate does not respect course instructors, peers, school faculty and staff, parents, learners, and self, e.g., insults or makes fun of others. Candidate does not display respect for school & family culture, e.g., insensitively criticizes school & family culture. |  |
| Following Institutional Policies  RISE 2.0  InTASC 9  CAEP 3.3 | Candidate follows institutional policies and stays informed of communications from PNW and other institutions, e.g. informs instructors/host teachers about absences, follows the Purdue University Northwest Code of Conduct at all times, etc. | Candidate does not follow institutional policies or stay informed of communications from PNW and other institutions, e.g. does not inform instructors/host teachers about absences, or otherwise violates the Purdue University Northwest code of conduct. |  |
| Collaboration  InTASC 10  CAEP 3.3 | Candidate displays willingness to work with others and in groups, e.g. willing to share ideas and listen to peers’ suggestions, responds to peers in a timely manner, contributes equitably to group work, etc. | Candidate displays an unwillingness to work with others or in groups, e.g. unwilling to share ideas and listen to peers’ suggestions, does not respond to peers in a timely manner, does not contribute equitably to group work, etc. |  |
| Communication  InTASC 9  CAEP 3.3 | Candidate communicates clearly and concisely using precise language and professional oral & written expressions. | Candidate does not communicate clearly using precise language and professional oral & written expressions. |  |
| Integrity/  Honesty  InTASC 9  CAEP 3.3 | Candidate accurately acknowledges the work of others when presenting information. Candidate protects confidential information, and does not engage in activity that has been deemed unethical. | Candidate does not acknowledge the work of others when presenting information or does not protect confidential information. Candidate engages in activities that have been deemed unethical or a misrepresentation. Candidate involves in cheating activities. |  |
| Preparedness  InTASC 9  CAEP 3.3 | Candidate is consistently prepared for class, field experience, and/or clinical practice with all necessary materials. All coursework and assignments are completed. | Candidate displays a pattern of not being prepared for class, field experience, and/or clinical practice, e.g., does not complete required readings and bring necessary materials, or does not fully complete all coursework. |  |
| Appearance  RISE 2.0  InTASC 9 | Candidate follows the dress code in educational settings and dresses appropriately and professionally. | Candidate ignores the dress code and dresses inappropriately in educational settings. |  |
| Reflection  InTASC 9  CAEP 3.3 | Candidate seeks out and welcomes feedback from a variety of sources. Adjustments to enhance professional growth are appropriate and directly related to feedback. Candidate suspends initial judgments based upon constructive feedback and clinical experience. | Candidate does not welcome feedback or make appropriate adjustments to enhance professional growth. Candidate is not willing to suspend initial judgments based upon constructive feedback or adjust based on clinical experience. |  |

## EPP-Created Signature Assessment 1:

Candidate Professional Behaviors Assessment for Program Admissions Meeting

**October 13, 2017**

Agenda

1. Professional Behaviors Assessment training for Alice A., Kam C., Mary Jane E., Emily H., Dave P. & Deb P.: Why

1. Some backgrounds
   1. Relevant CAEP Standard/Accreditation Requirements about Dispositions
      1. CAEP Standard 3.3 Additional Selectivity Factors: establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate **at admissions** and during the program.
      2. *CAEP Evaluation Framework for EPP-Created Assessments* (January 2017) related to 4 Data Reliability and 5 Data Validity (A1)
      3. 2016 CAEP Accreditation Handbook (p. 17), “Professional Responsibility (InTASC standards 9 and 10): Dispositional and professional development data, including leadership roles.”
   2. CPAST: Pedagogy (13 items) & Disposition (8 items) evaluation for student teaching
2. PNW EPP-Created Signature Assessment 1: Professional Behavior Evaluation for candidate program admissions (A2)
   * 1. Content validity of the rubric (CVR: 6 items 1.0, 3 items .6, 1 item .2, and 1 item -.2)
     2. The understanding of the rubric (A2)
     3. Arrangement: 2 instructors or 1 instructor with a field site personnel evaluate each candidate in the same semester (proposed the 3rd semester in the degree plan) and meet with each candidate for the final score – one score sheet should be submitted to the Office of Assessment (A3)
     4. The understanding of the consensus sheet (A3)
     5. Online training material will be available by the end of this fall semester
     6. Implementation plan
        1. Fall 2017: introduce the instrument to faculty members who may use the instrument in Spring 18; identify who should participate in the pilot study in Spring 2018; need at least 2 instructors or 1 instructor with a field site professional to evaluate every candidate of all programs; online training material created for scorer training (about 30 minutes)
        2. Spring 2018: pilot study: the use of the instrument, midterm and final three-way conferences, collect candidate feedback on the instrument and process, establish policies
        3. Fall 2018: fully implemented in all programs

**Spring 2018**

* January 11 Pilot Professional Behavior Disposition in EDPS 28500, EDCI 32300, EDCI 27000
* May: Pilot data revealed that course selection was not appropriate for dispositions.

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| **EDPS 28500/27700 Professional Disposition Pilot** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mid-Term Spring 2018** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| **Campus** | | **Attendance** | | | **Respectfulness** | | | **Following Policy** | | | **Collaboration** | | | **Communication** | | | **Integrity** | | | **Preparedness** | | | **Appearance** | | | **Reflection** | | |
| H=24 | | 1.79 | 1.88 |  | 2.00 | 1.96 |  | 2.00 | 1.96 |  | 1.98 | 2.00 |  | 1.85 | 2.00 |  | 2.00 | 2.00 |  | 1.83 | 1.83 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  |
| W=23 | | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  | 2.00 | 2.00 |  |
| EC=9 | | 1.94 | 1.88 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 1.88 | 2.00 | 2.00 | 1.88 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 1.88 | 2.00 | 1.94 | 1.88 | 2.00 | 2.00 | 2.00 | 2.00 |
| **Average** | | **1.91** | **1.92** |  | **2.00** | **1.99** |  | **2.00** | **1.99** |  | **1.95** | **2.00** |  | **1.91** | **2.00** |  | **2.00** | **2.00** |  | **1.94** | **1.90** |  | **1.98** | **1.96** |  | **2.00** | **2.00** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Faculty #1** | | Faculty #2 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Areas below 2.00** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attendance | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Respectfulness | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Following Policy | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Collaboration | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communication | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Preparedness | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | April 18, 2018 | | |
| Appearance | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

H: Hammond

W: Westville

EC: Early Childhood

**Fall 2018**

New disposition rubric was piloted based on a 4-point rubric scale.

# EPP-Created Professional Dispositions

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|  | **Distinguished: 4** | **Proficient: 3** | **Emerging: 2** | **Underdeveloped: 1** |
| --- | --- | --- | --- | --- |
| A. Attendance | Meets attendance policy as required by field guide AND attends at least one school-related activity. | Meets attendance policy as required by field guide. | Meets attendance policy as required by field guide with few infractions. | Does not meet attendance policy. |
| B. Demonstrates Punctuality |  | Reports on time or early and remains until completion for field experience AND Additional teacher engagements (e.g., afterschool activities, IEPs) | Inconsistently reports on time and/or inconsistently remains until completion for field experience AND/OR Additional teacher engagements (e.g., afterschool activities, IEPs) | Does not report on time and/or does remain until completion for field experience  AND/OR Additional teacher engagements (e.g., afterschool activities, IEPs) |
| C. Responds Positively to Feedback and Constructive Criticism | Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals | Is receptive to feedback, constructive criticism, supervision and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice | Is receptive to feedback, constructive criticism, and supervision AND Incorporates feedback inconsistently | Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback |
| D. Meets Deadlines and Obligations | Meets deadlines and obligations established by the cooperating teacher and/or supervisor without reminders AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence | Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence | Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence | Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence |
| E. Preparation | Prepared to teach with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible and organized AND Prepared for the unexpected and flexible | Prepared to teach with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible and organized | Not consistently prepared to teach with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized | Not prepared to tech with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized NOR easily accessible |
| F. Ethical Practice | Engages in ongoing professional learning both inside and outside of the school environment and uses evidence to continually evaluate his/her practices particularly the effects of choices and actions on others AND Adapts practices and behaviors to meet the needs of each learner AND Actively develops and demonstrates cultural competence in interactions with students, peers, families, and colleagues AND Maintains student confidentiality, including responsible use of social media | Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice particularly the effects of choices and actions on others  AND Adapts practices and behaviors to meet the needs of each learner  AND Demonstrates cultural competence in interactions with students, peers, families, and colleagues  AND  Maintains student confidentiality, including responsible use of social media. | Engages in some professional learning; however, does not always use such experiences to evaluate his/her practice and choices and actions on others  AND Attempts to adapt practices and behaviors to meet the needs of most learners  AND Attempts to demonstrate cultural competence in interactions with students, peers, families, and colleagues  AND Maintains student confidentiality, including responsible use of social media. | Does not demonstrate ethical practice regarding ongoing professional learning; cultural competence or responsibility to maintain confidentiality. |
| G. Participates in Professional Development (PD) |  | Participates in at least one professional development opportunity (e.g., workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD | Participates in at least one professional development opportunity (e.g., workshop, seminar, attending a professional conference) | Does not participate in any professional development opportunity (e.g., workshop, seminar, attending a professional conference) |
| H. Collaboration | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers) AND Attempts to work with and learn from colleagues in planning and implementing instruction to meet the diverse needs of learners. | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers) | Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, peers) |
| I. Learning Environments | Creates positive learning environments that positively engages all learners and encourages appropriate peer social interactions  AND Clearly communicates expectations for learning and behavior  AND Uses proactive strategies to prevent off-task behaviors.  See INTASC 3—Learning Environment and INTASC 9—Ethical Practice | Creates positive learning environments that positively engages all learners and encourages appropriate peer social interactions  AND Clearly communicates expectations for learning and behavior  AND Appropriately responds to off-task behaviors by taking appropriate action(s) based on classroom, school, and district mandates. Uses respectful language in communications. | Attempts to create positive learning environments that positively engage all learners  AND Communicates expectations for learning and behavior  AND Often responds to off-task behavior and takes appropriate action(s) based on classroom, school, and district mandates. | Does not create positive learning environment for all students. |
| J. Professional Practice | Seeks appropriate leadership role to positively impact student and peer learning  AND Communicates professionally via email, phone, and in person with university and school personnel, students, and families | Acts, behaves, and communicates according to professional norms  AND Communicates professionally via email, phone, and in person with university and school personnel, students, and families | Attempts to act, behave and communicate according to professional norms; however, minor mistakes are made  AND Attempts to communicate professionally via email, phone, and in person with university and school personnel, students, and families; however, minor communication errors are noted. | Does not act, behave, nor communicate according to professional norms |

Bottom of Form

**Spring 2019**

## EPP Assessment Review: Dispositions

**Faculty Survey Report- Spring 2019**

**David Pratt, Ph.D.:** [**dmpratt@pnw.edu**](mailto:dmpratt@pnw.edu)

A pilot of the new dispositions instrument took place in fall of 2018. A feedback survey was developed in Spring 2019 semester to determine the effectiveness of the disposition implementation among faculty. A total of seven (7) faculty completed the survey. Six Likert-scale prompts were developed with the following choices: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This survey included one open ended question.

| **Prompt** | **Mean** | **Mode** | **Median** |
| --- | --- | --- | --- |
| The process for assessing dispositions was clearly described | 2.9 | 2 | 3 |
| This course(s) selected were appropriate for assessing dispositions | 2.9 | 4 | 3 |
| The new disposition rubric was effective for measuring dispositions | 3.3 | 4 | 4 |
| I incorporated the dispositions as part of the course grade | 2.3 | 3 | 2 |
| I was aware of who to send the dispositions to once completed | 3.3 | 2 | 3 |
| I understand the next steps to take when dispositions are NOT met | 2.7 | 2 | 2 |

**Summary of Results:**

Results from the close-ended survey questions indicated a variability in responses however the only item close to faculty agreeing with overall was that the new rubric was “effective for measuring dispositions” (mean 3.3; Mode 4; Median 4). The low areas consisted of “I incorporated the dispositions as a part of the course grade” (mean= 2.3) and “I understand the next steps to take when dispositions are NOT met in my course (mean=2.7). Most if not all faculty members disagreed with these statements. See Appendix A for each response.

Comments related to the Disposition Assessment Instrument or process:

* Guidelines and communication is lacking. We need more support if this is going to continue to be a best practice.
* The course was not appropriate (EDCI 36600) for measuring dispositions for several reasons. First, there was no field experience associated with the course. Second, it was only for early program candidates and most students were toward the end of the program.

Recommendations to the Disposition Assessment in the future include:

* More collective decision making and buy-in on the selection of field experiences early, mid and late that participate in the process.
* Share a policy statement about how and when to collect disposition data, who collects data
* Develop a policy for not meeting dispositions and clarify how that fits into course grade/success
* Include the policy for egregious dispositions process for ALL students

Appendix A: Raw results of responses to Likert-Scale items.

| **Prompt** | **SD** | **D** | **N** | **A** | **SA** |
| --- | --- | --- | --- | --- | --- |
| The process for assessing dispositions was clearly described | 0 | 3 | 2 | 2 | 0 |
| This course(s) selected were appropriate for assessing dispositions | 1 | 2 | 1 | 3 | 0 |
| The new disposition rubric was effective for measuring dispositions | 1 | 0 | 2 | 4 | 0 |
| I incorporated the dispositions as part of the course grade | 1 | 3 | 3 | 0 | 0 |
| I was aware of who to send the dispositions to once completed | 0 | 3 | 1 | 1 | 2 |
| I understand the next steps to take when dispositions are NOT met in my course | 0 | 4 | 1 | 2 | 0 |

New course selection based on various program transition points (Pre-Admission, Early, Mid, Late) were determined by faculty at the program level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **EPP Assessments** | | | |
|  | **Dispositions\* (Pre-Admission)** | **Dispositions (Early)** | **Disposition (Mid)** | **Disposition (Late)** |
| **Early Childhood** | **EDST 27000** | EDPS 27800 | EDCI 47000 | EDCI 49700 |
|  |  |  |  |  |
| **Elementary Reading** | **EDPS 28500** | EDCI 35500 | EDCI 31600 | EDCI 49700 |
| **Elementary Special Needs** | **EDPS 28500** | EDCI 35500 | EDCI 31600 | EDCI 49700 |
|  |  |  | EDPS 45000 |  |
|  |  |  |  |  |
| **Secondary** | **EDPS 28500** | EDCI 35500 | EDCI 34X | EDCI 49700 |

**AY18-19 EPP/Program Disposition Data**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Dispositions Assessment 2018-2019** | | | **EPP Mean** | **Early Childhood** | **Elementary** | **English** | **Math** | **Science** | **Social Studies** | **World Lang** |
| **Criterion** | | | **18-19 n=373** | **18-19 n=31** | **18-19 n=289** | **18-19 n=25** | **18-19 n=8** | **18-19 n=12** | **18-19 n=6** | **18-19 n=2** |
| A. Attendance | | | **3.63** | 3.46 | 3.54 | 3.45 | 3.79 | 3.69 | 3.63 | 3.83 |
| B. Demonstrates punctuality | | | **2.94** | 3.17 | 2.94 | 3.02 | 2.88 | 3.03 | 3.00 | 2.50 |
| C. Responds positively to feedback and constructive criticism | | | **3.46** | 3.52 | 3.40 | 3.60 | 3.04 | 3.75 | 3.83 | 3.05 |
| D. Meets deadlines and obligations | | | **3.68** | 3.52 | 3.70 | 3.72 | 3.83 | 3.78 | 3.92 | 3.30 |
| E. Preparation | | | **3.59** | 3.59 | 3.67 | 3.65 | 3.81 | 3.85 | 3.92 | 2.65 |
| F. Ethical Practice | | | **3.43** | 3.50 | 3.48 | 3.51 | 3.28 | 3.50 | 3.75 | 3.00 |
| G. Participates in professional development | | | **2.95** | 3.10 | 3.07 | 3.04 | 2.75 | 3.04 | 3.17 | 2.50 |
| H. Collaboration | | | **3.54** | 3.80 | 3.51 | 3.72 | 3.50 | 3.33 | 4.00 | 2.90 |
| I. Learning environments | | | **3.41** | 3.37 | 3.36 | 3.61 | 3.75 | 3.58 | 3.56 | 2.65 |
| J. Professional practice | | | **3.52** | 3.64 | 3.64 | 3.72 | 3.59 | 3.67 | 3.72 | 2.65 |
| **Summary:** The Professional Disposition rubric was developed by the School of Education and Counseling faculty and implemented Fall 2018. This tool is used throughout the candidates' program experience and assessed during pre-admission and identified field experiences early methods (semester 4), methods (semester 6), and student teaching. A developmental approach is used to determine expected levels of performance.At the end of the 18-19 academic year, faculty and partners reviewed the rubric content language and made revisions. New content language was developed for Attendance, Punctuality, and Ethics. Ethical practice criteria were split into three separate criteria. These revisions will be put into place effective Fall 2019. | | | | | | | | | | |
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|
| **EPP Areas of Strength:** | | |  |  |  |  |  |  |  |  |
|  |  | D. Meets deadlines and obligations 3.68 |  |  |  |  |  |  |  |  |
|  |  | A. Attendance 3.63 |  |  |  |  |  |  |  |  |
|  |  | E. Preparation 359 |  |  |  |  |  |  |  |  |
| **EPP Areas of Weakness:** | | |  |  |  |  |  |  |  |  |
|  |  | B. Demonstrates punctuality 2.94 |  |  |  |  |  |  |  |  |
|  |  | G. Participates in professional development 2.95 |  |  |  |  |  |  |  |  |
| **Improvements:** | | |  |  |  |  |  |  |  |  |
| New content language was developed for Attendance, Punctuality, and Ethics. Ethical practice criteria were split into three separate criteria for better evaluation. Each program revised which criterion will be assessed during early and mid-points in their programs. | | | | | | | | | | |

**Spring 2019 Inter-rater Reliability**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDCI 35500 Inter-Rater Reliability** | | | |  | **EDCI 36204 Professional Dispositions** | | | |
| **Spring 2019 n=14** | | | |  | **Spring 2019 n=11** | | | |
| **Percent Agreement =**50% | | | |  | **Percent Agreement =**64% | | | |
| **Pearson Correlation Coefficient=0.48** | | | |  | **Pearson Correlation Coefficient** (R) =0 | | | |
| **Within score range 0.67 max** |  |  |  |  | Within score range (0.33 max) | | |  |
| **Authors that require Outside Evaluation** | **Evaluation Results** | | **Range** |  | **Authors that require Outside Evaluation** | **Evaluation Results** | | **Range** |
| (of 100% of those evaluated) | **Final Evaluation** | **Outside Evaluation** |  | (of 100% of those evaluated) | **Final Evaluation** | **Outside Evaluation** |
| **1** | 3.67 | 4.00 | 0.33 |  | **1** | 3.50 | 3.33 | 0.17 |
| **2** | 3.67 | 3.33 | 0.33 |  | **2** | 3.33 | 3.33 | 0 |
| **3** | 3.00 | 3.00 | 0 |  | **3** | 3.33 | 3.33 | 0 |
| **4** | 3.67 | 3.67 | 0 |  | **4** | 3.33 | 3.33 | 0 |
| **5** | 3.67 | 3.67 | 0 |  | **5** | 3.33 | 3.33 | 0 |
| **6** | 3.67 | 3.67 | 0 |  | **6** | 3.33 | 3.33 | 0 |
| **7** | 3.67 | 3.33 | 0.33 |  | **7** | 3.00 | 3.33 | 0.33 |
| **8** | 3.67 | 3.33 | 0.33 |  | **8** | 3.33 | 3.33 | 0 |
| **9** | 3.67 | 3.67 | 0 |  | **9** | 3.50 | 3.33 | 0.17 |
| **10** | 3.67 | 3.67 | 0 |  | **10** | 3.33 | 3.50 | 0.17 |
| **11** | 3.67 | 3.67 | 0 |  | **11** | 3.33 | 3.33 | 0 |
| **12** | 3.67 | 3.33 | 0.33 |  |  |  |  |  |
| **13** | 3.67 | 4.00 | 0.33 |  |  |  |  |  |
| **14** | 3.67 | 3.00 | 0.67 |  |  |  |  |  |

**Content validity:** EPP had difficulty establishing content validity on the EPP-created assessment so a new proprietary assessment, the Niagara Disposition, was selected and implemented Fall 2019.

**Fall 2019**

*Excerpt from August 12, 2019 SOEC Leadership Meeting*

Niagara Disposition – new proprietary assessment introduced

c. Assessment (Sheila & Dave)

i. Dispositions

- Need to establish validity and reliability in our dispositions

o We don’t have in current standards

- Implement Niagara Disposition Assessment

o Has 19 items related to validity/reliability

- Biggest change is that all standards are assessed throughout, no more breaking

it up by content area

- Default criteria is a 3

o Defend otherwise

- Faculty training on how to use

o Give dispositional plan to student affairs to track

- Office of field experience holds presentations and workshops

- Per CAEP, home grown assessments are okay, but we can use what’s already

out there and working

**Training**

***Fall 2019:*** During the **October 11, 2019 EPP-wide Data Dialogue Day** faculty, university supervisors, and field supervisors participated in a training introducing the new Niagara professional disposition assessment. The Power Point presentation can be found on MyPNW.

**New Proprietary Assessment**

**Niagara Disposition Assessment**

Purdue University Northwest

School of Education and Counseling

Education Preparation Programs

Dispositions for Teaching have historically been defined as highly correlated with effective teaching. Including:

* Self-efficacy
* Reflective capability
* High expectations
* Ability to collaborate
* Ethic of caring
* Higher order thinking skills
* Sensitivity toward others
* Ability to effectively manage time

(Bruner, 1973; Delpit, 1995; Kohlberg, 1984; Langrall Thornton Jones & Malone, 1996; Noddings, 1992; Pultorak, 1996; Renyi, 1996; Ross 1988; Schon, 1987; Small, 2002; Xu, 2003; Abell, Bryan & Anderson, 1998; Burch, 1999; Herman, 1998; Kaminski, 2003; Asselin, 2004; Dentith & McCarry, 2003; Kohlmeier & O’Brien, 2004).

**Teacher candidates will:**

1. Demonstrate a strong commitment to high ethical standards and professionalism.
2. Demonstrate a desire to analyze concepts and clinical practices.
3. Demonstrate confidence to experiment with, evaluate, and initiate innovative practices and programs.
4. Demonstrate a commitment and desire for ongoing and lifelong learning through classroom research and practical application of best practices in their field.
5. Demonstrate a belief in and dedication to having high expectations for all learners.
6. Demonstrate a respect for diversity, including cultural and individual differences, by providing equitable learning opportunities for all and creativity in embracing differences as enrichment opportunities.
7. Demonstrate a commitment to collaborative efforts with all partners in the educational process including student, colleagues, family and community members to ensure optimal learning opportunities for all students

**Procedures for PNW’s Niagara Disposition Assessment (NDA)**

1. The NDA will be completed by Professors/Cooperating Teachers/Supervisors a minimum of four times throughout the program. Field Supervisors will discuss the completed assessments with the candidates as part of the following courses:

| **Early Childhood** | **Elementary** | **Secondary Education** | **Special Education (Undergrad)** |
| --- | --- | --- | --- |
| * EDST 27000 * EDPS 27800 * EDCI 47000 * EDCI 49700 | * EDPS 28500 * EDCI 35500 * EDCI 31600 * EDCI 49700 | * EDPS 28500 * EDCI 35500 * EDCI 34X * EDCI 49700 | * All courses listed under Elementary plus * EDPS 45000 |

1. Field Supervisors will be provided with an electronic version of the disposition assessment to be completed by the end of the semester. During student teaching field supervisors and cooperating teachers will complete the disposition assessment at mid-term and at the end of the experience.
2. Ifthree or more dispositions aredesignatedas *Somewhat Disagree* or one or more dispositons are evaluated as *Disagree* the candidate will be referred to a student affairs hearing by the Field Placement Coordinator to develop a Dispositions Intervention Plan (DIP). This plan will be developed by the candidate and approved by the Student Affairs Committee.
3. A candidate who has not made satisfactory progress toward meeting the disposition outcomes (outlined on the DIP) will be required to meet and review the circumstances with the Field Placement Coordinator and/or Director of SOEC. Based upon this review, a decision will be made to allow or not allow the candidate to move forward in the program. The candidate may file an appeal if admission or continued progress is not permitted.

**Procedures for Disposition Intervention Plan**

1. The need for an intervention plan for a candidate’s dispositional concern(s) is determined ifthree or more dispositions aredesignatedas *Somewhat Disagree* or one or more dispositions are evaluated as *Disagree*. The candidate will be referred to a Student Affairs hearing to develop a Dispositions Intervention Plan.

1. A meeting is convened with candidate to discuss concern(s) with the Student Affairs Committee (including faculty representatives from a variety of program areas, Field Placement Coordinator, and Director of SOEC).
2. A Dispositions Intervention Plan is completed, with copies provided to candidate, field supervisors and/or other parties responsible (if appropriate). A copy of the plan is maintained in a designated location by the Field Placement Coordinator.
3. The Field Placement Coordinator will monitor the plan until the end of semester, at which point the status of the plan and its remediation will be determined as part of the continuous assessment (Strand) process. If the plan is not fully remediated, a determination by the Director will be made regarding candidate status and monitoring of a continuation of the plan.
4. Upon full remediation of the plan, the Field Placement Coordinator will record successful date of remediation and all documents related to the DIP in a secure location within the Office of Partnerships and Outreach.

**PURDUE UNIVERSITY NORTHWEST**

***School of Education and Counseling***

**Niagara Dispositions Assessment**

**Name of Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester:\_\_\_\_\_\_\_\_\_ Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**□ Faculty □ Cooperating Teacher □ University Supervisor**

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to student for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach the score of 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach a level 5 should be reserved for students who truly exhibit exceptional behaviors.

Strongly Disagree 1

Somewhat Disagree 2

No evidence to believe otherwise 3 = Default

Agree 4

Strongly Agree 5

**THEME I: Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:**

\_\_\_\_1. Maintains appropriate confidentiality

\_\_\_\_2. Demonstrates compliance with laws/regulations/policies/standards

\_\_\_\_3. Maintains professional appearance

\_\_\_\_4. Is prepared for class or appointments

\_\_\_\_5. Is punctual for class or appointments

\_\_\_\_6. Demonstrates honesty/academic integrity

**THEME II: Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:**

\_\_\_\_7. Demonstrates high expectations for others

\_\_\_\_8. Demonstrates respect for the beliefs of others

\_\_\_\_9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)

\_\_\_\_10. Demonstrates respect for cultural differences

\_\_\_\_11. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process

\_\_\_\_12. Demonstrates flexibility during the learning process

**THEME III: Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:**

\_\_\_\_13. Demonstrates critical thinking in written or verbal form

\_\_\_\_14. Addresses issues of concern professionally (with instructors/colleagues/students)

\_\_\_\_15. Responds positively to constructive criticism

\_\_\_\_16. Takes responsibility for his or her learning by actively seeking out new information

\_\_\_\_17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge

\_\_\_\_18. Demonstrates reflective practice in written or verbal form.

Comments:

**NOTE:** Ifthree or more dispositions aredesignatedas *Somewhat Disagree* or one or more dispositions are evaluated as *Disagree* the candidate will be referred to a Student Affairs hearing to develop a Dispositions Intervention Plan.

**Candidate Dispositions Intervention Plan** **(DIP)**

Purdue University Northwest

School of Education and Counseling

Education Preparation Programs

Candidates in the Education Preparation Programs are expected to demonstrate effective teaching dispositions, as described in the Niagara Disposition Assessment and SOEC course syllabi. This signed document indicates that the candidate in collaboration with the Student Affairs Committee will develop a specific plan intended to remediate ineffective teaching dispositions.

|  |
| --- |
| **Candidate: Area for Intervention/Remediation:** |
| I will take the following actions to address this area for growth in my professional dispositions: |
| I will provide the following evidence of the impact of my actions on my professional dispositions:  **Timeline for Plan:** |

**Signatures:**

| **Candidate:** |  |
| --- | --- |
| **SOEC Director:** |  |
| **Date (Origin)** | **Date (Plan Completion):** |
| **Plan is is not considered fully remediated on (date).** | |
| **Remediation Score (circle): "E" for Exceptional, "A" for Acceptable,**  **"G" for Area for Growth, "R" for Remediation** | |
| **Candidate Signature:** | |
| **Field Placement Coordinator Signature:** | |
| **SOEC Director Signature:** | |

**Data**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Dispositions Assessment (Niagara) Fall 2019** | **EPP Mean** | **Early Childhood** | **Elementary** | **English** | **Math** | **Science** | **Social Studies** | **World Lang** |
| **Criterion** | **F19 n=142** | **F19 n=8** | **F19 n=106** | **F19 n=16** | **F19 n=1** | **F19 n=1** | **F19 n=8** | **F19 n=2** |
| **Professional Commitment/Responbility** |  |  |  |  |  |  |  |  |
| Confidentiality | **3.27** | 3.50 | 3.62 | 3.48 | 3.00 | 3.00 | 3.31 | 3.00 |
| Laws/Regulations/Policies/Standards | **3.22** | 3.50 | 3.46 | 3.32 | 3.00 | 3.00 | 3.25 | 3.00 |
| Professional Appearance | **3.30** | 3.50 | 3.57 | 3.68 | 3.00 | 3.00 | 3.34 | 3.00 |
| Prepared class/appointments | **3.36** | 3.59 | 3.59 | 3.51 | 3.00 | 3.00 | 3.34 | 3.50 |
| Punctual class/appointments | **3.40** | 3.59 | 3.71 | 3.60 | 3.00 | 3.00 | 3.38 | 3.50 |
| Honesty/academic integrity | **3.27** | 3.50 | 3.57 | 3.50 | 3.00 | 3.00 | 3.31 | 3.00 |
| **Professional Relationships** |  |  |  |  |  |  |  |  |
| High expectations for others | **3.41** | 4.00 | 3.49 | 3.47 | 3.00 | 3.00 | 3.40 | 3.50 |
| Respect for beliefs of others | **3.34** | 3.42 | 3.47 | 3.70 | 3.00 | 3.00 | 3.32 | 3.50 |
| Effective collaboration skills | **3.45** | 4.00 | 3.60 | 3.61 | 3.00 | 3.00 | 3.44 | 3.50 |
| Respect for cultural differences | **3.34** | 3.50 | 3.45 | 3.64 | 3.00 | 3.00 | 3.32 | 3.50 |
| Patience/compassion for those experiencing difficulty learning process | **3.46** | 4.00 | 3.63 | 3.64 | 3.00 | 3.00 | 3.46 | 3.50 |
| Flexibility during learning process | **3.45** | 3.92 | 3.59 | 3.67 | 3.00 | 3.00 | 3.44 | 3.50 |
| **Critical Thinking/Reflective Practice** |  |  |  |  |  |  |  |  |
| Critical thinking | **3.38** | 3.92 | 3.46 | 3.41 | 3.00 | 3.00 | 3.36 | 3.50 |
| Addresses issues of concern professionally | **3.29** | 3.50 | 3.44 | 3.34 | 3.00 | 3.00 | 3.26 | 3.50 |
| Responds positively to constructive criticism | **3.45** | 3.92 | 3.60 | 3.67 | 3.00 | 3.00 | 3.44 | 3.50 |
| Responsibility for his/her learning seeking out new information | **3.23** | 3.34 | 3.49 | 3.50 | 3.00 | 3.00 | 3.26 | 3.00 |
| Personal progress through professional development | **3.43** | 4.00 | 3.52 | 3.56 | 3.00 | 3.00 | 3.42 | 3.50 |
| Reflective practice written/verbal | **3.40** | 3.92 | 3.51 | 3.50 | 3.00 | 3.00 | 3.39 | 3.50 |
| **Summary:** Fall data revealed above 3.00 on all areas. The lowest overall score being a 3.22 in the category of laws/regulations and policies. | | | | | | | | |
|
| **EPP Areas of Strength:** **Fall 2019** |  | **EPP Areas of Weakness: Fall 2019** | | | |  |  |  |
| 3.46 Patience/compassion for those experiencing difficulty learning | | 3.22 Laws/regulations/policies/standards | | | | |  |  |
| 3.45 Effective collaboration skills |  | 3.23 Seeking out new information | | | |  |  |  |
| 3.45 Flexibility during learning process |  | 3.27 Honesty/academic integrity | | | |  |  |  |
| 3.45 Responds positively to constructive criticism |  |  |  |  |  |  |  |  |

***Fall 2020:*** Additional faculty/supervisor training will take place October, 2020